DOCUMENT RESUME

ED 044 030 EM 008 476

TITLE	Selection of Educational Materials in the United States Public Schools.
INSTITUTION	Institute for Educational Development, New York, N.Y.
SPONS AGENCY	Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.
PUB DATE	69
NOTE	345p.
EDRS PRICE	EDRS Price MF-$1.50 HC-$17.35
DESCRIPTORS	*Instructional Materials, Material Development, Public School Systems, *Selection, State School District Relationship, *State Standards, Textbook Selection
IDENTIFIERS	United States

ABSTRACT

The objective of this study was to collect "baseline" data with which to examine a complex process in the educational system--the selection of educational materials. The first part of the study analyzes the statutes of the fifty states which bear upon selection and purchase of educational materials. The purpose of this analysis is to determine the ways and the extent to which legal requirements constitute impediments to the selection, purchase, and introduction of materials. The second part of the study presents a survey of materials selection procedures in ten states. The states were chosen because they were representative of particular legal patterns of selection, or because they were examples of important but deviant selection procedures. The third part of the study describes the views of a sample of materials producers on the selection process. These views were solicited because it was felt that salesmen and salesmanagers may actually effect the locus of decision making in a system with regard to materials selection. A glossary and a bibliography are appended. (JY)

ED0 44030

IED

The Selection of Educational Materials in United States Public Schools

INSTITUTE FOR EDUCATIONAL DEVELOPMENT

EM008476
+6

This document was processed for the ERIC Document Reproduction Service by the ERIC Clearinghouse at Stanford. We are aware that some pages probably will not be readable in microfiche or in a hardcopy enlargement. However, this is the best available copy, and we feel that the document should not be withheld from interested readers on the basis of these unreadable pages alone.

ED0 44030

SELECTION OF EDUCATIONAL MATERIALS
IN THE
UNITED STATES PUBLIC SCHOOLS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Institute for Educational Development
52 Vanderbilt Avenue
New York, New York

"PERMISSION TO REPRODUCE THIS
COPYRIGHTED MATERIAL HAS BEEN GRANTED
BY Institute for
Educational Development
TO ERIC AND ORGANIZATIONS OPERATING
UNDER AGREEMENTS WITH THE U.S. OFFICE OF
EDUCATION. FURTHER REPRODUCTION OUTSIDE
THE ERIC SYSTEM REQUIRES PERMISSION OF
THE COPYRIGHT OWNER."

This study was conducted under the sponsorship of the Ford Foundation and the Carnegie Corporation of New York.

Copyright, 1969
by
Institute for Educational Development
New York, N. Y.

PREFACE

The recent and rapid entrance of machine-based technologies into the fields of teaching and learning (education) has produced the same kinds of reactions among many educators that marked the introduction of new machine-based technologies to the military during and after World War II and in the business community during this same period. The new educational technologies are perceived by many practitioners as substitutes for or in conflict with the established technologies of mass teaching and learning, on the one hand, and as holding out hope for helping to achieve difficult educational goals, such as individualized instruction, on the other. The conflict between old and new technological alternatives for the educational dollar is producing a predictable amount of heat, propaganda, obfuscation, "hard sell," mutual suspicion, and stereotypical misunderstanding between proponents of the alternatives.

The history of resistance to change in technology in business and the military during the past twenty years is being repeated in the field of education. What can be learned from the military and business experience? The military had to develop and apply an additional new technology to cope with the many new alternatives made available by modern physical science. It had to develop an evaluation technology, a way for making operational or output comparisons between alternative systems and a way of costing these alternatives. Cost/benefit or cost/effectiveness techniques were generated, primarily in the field of economics, to aid this technology.

The attention paid to this important contribution, however, has tended to hide the development of a possibly even more important new technology, arising from an interdisciplinary, hard-headed, "learn-as-you-go" group of innovators, the system-testers or evaluators. These relatively unsung technologists, working in boards, ad hoc committees, weapon systems evaluation-groups, military and industrial research and development laboratories and in field-testing installations, provide the stream of hard data, expert judgment, and operational feasibility information needed to support the value requirements of the cost/effectiveness technology.

To call this new evaluation technology "Research and Development" is greatly to oversimplify the situation and quite possibly to confuse it. What seems to be going on is a kind of "pre-R & D" or search, as opposed to research--search for a framework or plan for evaluation which describes the boundaries of a system, the R & D needed to develop the system, the costs and feasibility of alternative systems, both political and technical, how feedback from field testing can be generated and utilized, how the new information is to be communicated, how practitioners are expected to change their behavior, and a thousand and one similar considerations. This search activity is not conducted by traditional research methods, although it may lead to the design of a traditional research study or studies or to a research program. Possibly the most important aspect of a search plan is the provision for "lead time," to permit the results of analysis and research to influence the next set of alternatives and choices. An orderly procedure for setting goals, assessing progress, and revising goals as a function of feedback is part of the search plan. In short, what the military learned to do, mostly by trial and error, was to evaluate alternatives and to make choices utilizing many different methods and procedures, ranging from the "quick and dirty" to the most elaborate of experimental designs. For a period, the military tried to rely on individual scientists from the various traditional disciplines to conduct both the search and the research and development phases. It discovered, through agonizing trial-and-error, that "system scientists," "operations researchers," or "interdisciplinary searchers" are needed for system evaluation, individuals who are able to assume the multiple perspectives of scientist, theoretician, practitioner, developer, and customer in judging alternatives and making choices. Our system of higher education is not aimed at producing such interdisciplinarians, so the military solution has often been to create boards or groups made up of individuals representing various relevant perspectives and to utilize the consensus of such boards as the operational prediction and definition of effectiveness.

This history of the evolution of evaluation in the military and in the business world is being repeated in the field of technology applied to education. Like the weather, everyone is talking about evaluation of educational alternatives, but hardly anyone is doing evaluation in a way that changes behavior, attitudes, beliefs, and choices.

Is the military and business experience applicable in the field of education? We think so. So we have taken some first steps and asked some first questions. An immediate question was how new technological alternatives are identified in the educational materials industry. An examination of the choice behavior of practitioners in relation to old and new technological alternatives in teaching and learning seemed to be a good place to start in order to provide a baseline of information about the "customer."

This report is one of two studies arising from discussions at a meeting convened by the Carnegie Corporation of New York in January, 1967, to explore the problem of technology in education and its impact on the producers of educational materials, on the schools, and on the Federal Government. A distinguished group was assembled, representing major commercial producers of educational materials, and staff members from the Ford Foundation and from the Carnegie Corporation of New York. The meeting led to a request to the Institute for Educational Development from the Ford Foundation and the Carnegie Corporation to conduct studies that would examine more closely two of the issues raised, namely: "Research and Development in the Educational Materials Industry," and "Selection of Educational Materials in the United States Public Schools."

The experiences, alternatives, and choices involved in the conduct of these two studies make fascinating case histories of the trial-and-error learning process described in connection with the military experience. Although these studies are descriptive rather than evaluative, they present many of the hard search or framework problems of an evaluation enterprise. About half-way through one of the studies, for example, a line of investigation was stopped and the whole study was completely redesigned. A major conclusion reached at IED, not contained in the body of this report, is that more time and energy should have been devoted to the search phase!

We at IED are proud of these reports. We hope that the framework for thinking about research and development in the educational materials industry and the new factual information uncovered in the selection of educational materials study will prove helpful to both educators and to producers of educational materials in understanding the impact of machine-based technologies on educational practices.

John L. Kennedy, Vice President
Institute for Educational Development

December, 1968

CONTENTS

Page

INTRODUCTION....................................1

CHAPTER I METHODS OF DATA COLLECTION....................9

CHAPTER II STATE STATUTES ON MATERIALS SELECTION........24

CHAPTER III THE TEN-STATE SURVEY........................113

CHAPTER IV MATERIALS PRODUCERS' PERCEPTIONS OF THE SELECTION PROCESS..................247

CHAPTER V DISCUSSION...................................277

CHAPTER VI CONCLUSIONS.................................301

GLOSSARY...311

LIST OF TABLES...313

LIST OF FIGURES..320

BIBLIOGRAPHY...321

INTRODUCTION

INTRODUCTION

This study is one of two conducted by the Institute for Educational Development, under the sponsorship of the Ford Foundation and the Carnegie Corporation of New York, which examine the production and distribution of educational materials in the United States. The focus of this report is the patterns and practices by which educational materials are selected for the public schools. The companion study investigates the patterns and practices of research and development in the educational materials industries. These studies emerged from a belief on the part of many educational leaders that there is a lack of systematic, comprehensive information about how materials are developed and how and by whom they are chosen for various school systems.

It is generally known that hundreds of companies, thousands of persons, and millions of dollars are involved in the production of educational materials and that methods and criteria for the selection of materials vary from district to district and from state to state. However, more detailed, specific information which would allow scholars, educators, and policy makers to have both an overview of these processes and to discover the points at which differentiation among patterns occurs was either not available or extremely fragmentary and superficial.

The role which educational materials play in the teaching-learning process has yet to be fully explored. It has been argued that the creative teacher can use almost any materials as effective teaching tools and, on the other hand, that the most useful and "best" materials may not be used most advantageously in the classroom. We have not treated this issue in these studies.

We have, however, assumed that instructional materials may serve as a principal means through which new developments in educational technology and educational technique come into the classroom. Thus, in both studies an underlying concern has been the ways in which materials producers, educators, and other participants are responding to new information which is emerging in the behavioral and natural sciences and in engineering, and which is influencing the development of new instructional materials.

In each study, too, the process on which we focus has been treated as a component of the total educational system. In the present study, for example, the selection of certain types of educational materials may be closely related to changes in the organization of the classroom and the school; materials which facilitate the individualization of instruction may alter the concepts of grade and class; changes in physical facilities and in the roles of teachers and administrators may also be related to the introduction of new materials.

The direction and rate of change within public school education and within individual school systems may be influenced, in part, by the kinds of materials available and by the selection of specific types of materials. Selection itself, in turn, may serve as a measure of the rate and direction of change. Moreover, materials are selected in and for a specific social context. Various kinds of environments, situations, and educational personnel may produce different patterns of materials selection.

Although the exact nature of the role that materials play in the educational process is unclear, there are indications that it is considered an extremely important one. The fact that all fifty states have statutory provisions which regulate some aspect of the selection of materials and the fact that substantial portions of Federal government expenditures under both the National Defense Educational Act and the Elementary and Secondary Education Act were allocated to the purchase of materials attest to the importance which state and national legislatures attach to instructional materials.

Public schools are considered to be a principal agent of socialization to American culture. Thus, the content of educational materials has important social ramifications and has often become a source of community conflict. Throughout our history, ethnic, religious, and racial groups, as they acquire self-consciousness in a pluralistic society, have been sensitive to their portrayal in educational materials. Those who wish to inculcate, preserve, or reinforce particular ideological tenets and political views have sought to have them incorporated in school materials. Others have sought to have materials that they consider offensive prohibited from the schools. In addition, assuming that the content and form of materials facilitates the learning process, various groups both within and outside formal education have called for materials that are both "more relevant" to the life experiences of specific groups and more attractive, colorful, and interesting.

Materials also may have symbolic significance within school systems. Indeed, one measure of the quality of a school system is assumed to be the variety and recency of the materials that it possesses.

Finally, the production of educational materials is a major economic enterprise. According to almost any economic indicator, the materials industries have enjoyed rapid growth and prosperity in the 1960's. Despite a slight decline in spending for elementary and high school textbooks during the past academic year, earnings of materials producers are at an unprecedented high.[1] Acquisitions of companies of all sizes by other companies of all sizes may have decreased somewhat the number of established companies exclusively concerned with the production of educational materials. However, the entrance of increasing numbers of diversified corporations and their subsidiaries into the field of materials production more than compensates for any decrease in the total number of companies producing materials. The variety of products has also increased dramatically. In a recent study by the research division of a leading brokerage house, the educational materials industry is listed among the five industries most likely to show marked growth within the next two decades.[2]

---

[1] American Educational Publishers Institute, statistics from 1967; New York Times, January 21, 1968, "Textbook Buying is Cut By Schools"; "Audiovisual Study Discloses Who is Selling Schools What," Nation's Schools, Vol. 80, No. 4, October 1967, pp. 28-9.

Aided by Federal funds in the past three years, school systems have been able to purchase more materials than ever before. Materials producers have responded by making available a greater range and variety of materials. Some of these have been genuinely innovative in both form and substance. Some have not. Some have utilized a traditional format, but in imaginative ways. Some have incorporated new approaches and new developments into standard forms. Still other materials have made use of technological innovations and inventions borrowed from other market applications, and much more equipment of this type is under development.

Classroom teaching also seems to be characterized by the use of an increasing range and variety of materials. Yet, because of high costs, and perhaps other factors as well, the market for the most technologically advanced educational materials has not, to this point, proven to be all that the materials producers might have desired. Thus, this study of the patterns and practices of educational materials selection may indicate the patterns and variables of the selection process which may affect whether new materials are likely to reach the classroom.

---

[2] Merrill Lynch, Pierce, Fenner and Smith, "5 Emerging Industries," June 1, 1968.

The present study consists of three parts, each of which could be considered a separate study. Together, they give a comprehensive picture, as complete as in any study to date, of the patterns of materials selection and the kinds of variables which impinge upon the process.

The first part of the study analyzes the statutes of the fifty states which bear upon the selection and purchase of educational materials. It should be noted that selection and purchase have been treated as distinct processes. Our preliminary research showed that purchasing was largely a formal administrative procedure, and that the choice or selection of the materials to be purchased was the point at which significant educational and social decisions were made. The rationale for the first portion of the study was simply to determine the ways and the extent to which legal requirements constituted impediments to the selection, purchase, and introduction of materials.

The second part of the study is a survey of materials selection procedures in ten states. The states were chosen because they were representative of particular legal patterns of selection or because they were examples of important but deviant selection procedures. At least four school systems in each state were surveyed, and personnel ranging from the superintendent to classroom teachers and school board members were interviewed in each district.

The third part of the study describes the views of a sample of materials producers on the selection process. This important aspect of the materials selection process rarely, if ever, is included in discussions of the subject. It may be argued that the perceptions of salesmen and salesmanagers of the selection process may actually affect the locus of decision-making in a system with regard to materials selection. Producers' representatives are likely to direct their sales appeals to those who they believe have influence, and thus, may give them a greater degree of influence.

In addition, producers of materials have distinct perceptions of the identity of their customers and of the selection criteria used by that clientele. These perceptions influence the kinds of appeals advertisers and salesmen use, as well as the persons and groups toward whom they direct their efforts. Producers' images of who selects materials and why are likely to affect the kinds of information provided concerning products and the media through which information is provided. What materials producers believe their clientele want and will purchase appears to be a most important consideration in determining the kind and quality of materials available for selection.

The objectives of this study and its companion were to collect "baseline" data and to attempt to describe two complex processes which are considered important to understanding the dynamics of the educational system. From these data we hope not merely to provide the basis for generalizations but to describe types and patterns of behavior. Such an approach permits the generation of hypotheses which subsequent research may test. Hence, these preliminary explorations should make possible other systematic empirical studies designed to test hypotheses and isolate explanatory variables.

CHAPTER I

METHODS OF DATA COLLECTION

CHAPTER I

METHODS OF DATA COLLECTION

The data on the selection of educational materials were gathered from three sources: (1) an analysis of states' statutes regulating the procedures for the selection of educational products,[1] (2) a survey of the materials selection process in ten states, and (3) a sample of educational materials producers' perceptions of the selection process. Methods employed in the collection of the data are summarized for each of the sources listed above.

(1) Analysis of State Statutes

As a first step, digests of the fifty states' statutes relevant to materials selection were prepared.[2] The state statutes described refer only to the selection of textbooks. With one exception, states have no legal provisions regulating the selection of nonprinted materials. The digests described only the formal legal structure of the materials selection process. The whole body of administrative regulations established within each state and district by local agencies and the vast body of informal rules and practices were not included.

---

[1] See Glossary, p. 311.

[2] IED was aided in the preparation of the statute digests by the law firm of Strasser, Spiegelberg, Fried & Frank of New York City.

The material in the digest for each state was analyzed and grouped according to (1) the units or individuals mentioned in the statutes as involved in selection decisions, (2) time and procedural constraints on the selection process, and (3) substantive constraints on the materials which could be selected. The units involved in the selection process were described along the following dimensions: (a) composition of membership, (b) requirements for membership, (c) means of selection for membership, and (d) role in the selection process. Time constraints, procedural constraints, and substantive constraints were also subdivided into categories according to (a) type and (b) degree of specificity.

The data were coded along the dimensions listed above and then imposed on a matrix. This procedure offered a comprehensive view of the selection units and selection constraints in the fifty states and the relationships within and among the states. The descriptive items on the matrix could be counted either along rows to describe processes within each state or along columns to produce tallies of characteristics across all states. In this manner, for example, it was possible to differentiate between adoption and nonadoption states and between Northern and Southern states, as well as to compare individual state patterns with each other and with the pattern of the nation as a whole.

(2) Ten-State Survey

From a review of the fifty state statutes, the various formal patterns of materials selection were identified. From the preliminary analysis we categorized information on the individual states according to (1) the number and type of units officially involved in the selection process, (2) the range of selection options available at different levels in the educational system, and (3) the degree to which the processes of materials selection were centralized. This differentiation was based on examination of the state statutes, and it offered a basis for developing and refining a classification scheme for the states.

At this point we asked a panel of consultants to rate the states along continua reflecting the following dimensions: (1) the points at which and the means by which selection options were delimited, (2) the availability of opportunities for different kinds of educational professionals to participate in selection, and (3) the nature and extent of participation in selection at each administrative level. We eventually chose states corresponding to eight of the nine state selection patterns which had been identified from the classification based on state statutes and from the consultants' rankings.

Two additional states were added to our sample in response to a suggestion from consultants that we select not only states which were representative of patterns but also those which were deviant from the patterns and were important enough as consumers to warrant their inclusion in a baseline study. The final survey sample consisted of eight states which were representative of types of selection procedures and two states which were deviant.

When these ten states were rated according to degree of centralization in their selection processes, from least to most, the order was as follows: Connecticut, Wisconsin, Montana, California, Ohio, Georgia, Florida, Indiana, Texas, and North Carolina.

According to the statutes and our consultants on the study, Connecticut represents an open, laissez-faire model which typifies the entire Northeast. There are practically no state-level restrictions on selection procedures in these states, though there may be well-defined practices and procedures at local or school levels. Wisconsin is also an "open" state, with few restrictions on selection but with some procedural detail specified by state law. Wisconsin is representative of the Midwestern states in having one large city which deviates from the rest of the state.

Montana is one of the most unstructured states in terms of selection procedure primarily because of its large area and low population density; however, it also has listing requirements and some selection is done above the local level. California is a state with state selection requirements only on the elementary school level, but with the additional factor of state-mandated printing and binding for elementary textbooks. Ohio's rigorous listing requirements and time constraints make it among the most restrictive of the states which do not select textbooks at the state level.

Texas is a "deviant" state. It is highly centralized and is considered by publishers to be an influential force since it is the largest state in which textbooks are selected at the state level. Florida and Indiana are both moderately restrictive in their selection practices. Florida is also characterized by the most complex statutory procedures for selection. Indiana is "deviant" in that it is the only Northern state in which textbooks are selected at the state level. North Carolina, the most centralized state in terms of selection procedures, adopts only two textbooks per subject and grade, and is considered to be the most restrictive state.

Substitutes for the eight model states were chosen in case it was not feasible to obtain cooperation and access in a first-choice state. However, it was not necessary in the survey to use any of the substitute states.

Project Associates were selected in each state to choose the sample of respondents and to administer the interviewing. Samples in each state were expected to reflect the selection pattern in that state and the relevant geographical and cultural subdivisions. Project Associates were selected on the bases of their familiarity with the state's school systems and their ability to facilitate access to respondents. In all but one instance, in which an IED staff member in California directed the interviewing, all Project Associates were affiliated with a major university within their states. (A list of Project Associates is included at the end of this chapter.)

Each Project Associate attended an orientation session in which the sample specifications for his state and his responsibilities in the survey were outlined and discussed.

Since our study was conducted not to test hypotheses but to generate them, and since our objective was to conduct an essentially heuristic investigation, we did not feel bound by statistical procedures in our sampling process. However, we did wish to obtain degrees of comparability among the states as well as a sample representative of the entire range of state patterns. For example, we wanted 25 percent to 30 percent of our sample to consist of teachers and about the same percentage to consist of local administrators. In a state chosen for its centralization in selection practices, we expected the sample to include more state-level representatives than were included in samples for states which had less centralized procedures. For the representation of other roles within the system, we permitted each Project Associate to stipulate the exact number and type. At the orientation session for each Project Associate, guidelines for sampling in his state were developed in cooperation with the IED staff.

The Project Associates were given latitude in decisions on sampling according to geographical or subcultural patterns characteristic of the state in order to obtain greater accuracy in reflecting local practices. The particular persons selected to be respondents in their state were chosen by the Project Associates in accordance with the guidelines for sampling. Each Project Associate was asked to submit a description for his state of the dominant social and economic characteristics of the districts from which the sample was drawn. Categorization of units in each state in terms of dominant socioeconomic characteristics was based on the Project Associates' descriptions.

At least four school systems in each state were surveyed, and personnel ranging from school board members and superintendents to classroom teachers were interviewed in each district. The number of interviews ranged from fifty-eight in California, the most complex state in the study, to thirty each in Indiana and Georgia. The respondents were drawn from large urban centers, middle-sized cities, small cities, small towns and villages, "bedroom" suburbs, and "industrial" suburbs. In terms of dominant socioeconomic characteristics, more than one-fourth of the total sample represented complex urban communities with a heterogeneous social structure and economic base, and more than one-fourth represented middle-class communities. Nearly one-fifth of the sample represented upper-class communities, whereas slightly more than one-tenth represented lower-class communities. Class categorizations were based on income and social indicators.

The major urban centers in our sample included Atlanta, Indianapolis, Los Angeles, San Diego, Miami, Columbus, Houston, and Milwaukee. The districts sampled in the Ten-State Survey are listed at the end of this chapter.

The survey data were collected from individual interviews conducted according to an interview guide constructed by the IED staff. With two exceptions, all of the questions in the interview were "open-ended" questions. Respondents were asked to give their answers in their own words and to elaborate on an answer to the extent they wished. Responses, therefore, were not precoded. In order to tabulate categories of responses which were similar, a coding scheme was developed based upon the substance of responses of a random sample of approximately 17 percent of the total interviews. This method of developing the coding scheme allowed us to reflect the range of responses to the questions more accurately, to preserve a measure of the individualization of responses, and at the same time to correct for systematic differentiations in the recording of responses which may have been attributable to interviewers in various states.

Several pretests of the interview guide were conducted in a suburban New Jersey school system before a final version of the guide was prepared. Interviews were then administered in the ten states and returned to IED, where the data were coded and prepared for systematic tabulation. Analysis of the computer print-out and reorganization and preparation of the data for inclusion in the report completed this phase of the study.

(3) Producers' Perceptions

A third phase of the design was obtaining and analyzing the views of a sample of representatives from the educational materials industry on selection practices within the fifty states. These representatives were primarily salesmen and salesmanagers.

The sample of materials producers was selected by consultants with expertise and extensive background in the area of publishing and in educational materials production and selection. The 23 producers' representatives who were asked to participate in the study were chosen according to their degrees of experience and knowledge in selling and/or distributing educational products and the type of company with which they were affiliated. The objective was to select a well-informed sample which represented a range of companies differentiated by form of organization, types of products manufactured, and regional familiarity.

Nineteen individuals agreed to participate. They represented 15 different companies and organizations: seven independent textbook companies, four educational materials producers which had been acquired by major corporations, two producers of instructional materials other than textbooks, and two educational associations.

As the first means of gathering information, we asked the sample to respond to structured instruments designed to elicit perceptions of patterns of influence in educational materials selection. We wanted their perceptions of the people and the organizational units, in the fifty states, that were most influential in the selection of textbooks and nonbook educational materials. On a matrix each participant ranked 28 possible decision units for each state on a scale from one to five according to the influence he thought each unit had in selection decisions. These 28 possibilities ranged from the state legislature to the individual classroom teacher. Each possible level of decision-making was included: state, county, district, city or town, and school. Two separate matrices were filled out by each participant, one to provide data on the selection of textbooks and the other on the selection of nonprinted materials. It was necessary to weight responses because of known expertise by some participants either in certain regions of the country or in certain product types (textbook or nonbook).

The 19 sets of rankings for the selection of textbooks were then tallied, averaged according to the weighting scheme, and recorded on a single matrix. With this type of overview, we could quickly and easily isolate those decision units which, because they had the highest averages, were considered most important. This same procedure was carried out for the matrices reflecting the points of influence in the selection of nonbook materials. The matrices gave us an overall view of influential decision units across, as well as within, all fifty states. Finally, the three top-ranking decision units for each state were recorded providing us with data which we could compare with patterns and rankings collected in the Ten-State Survey and with the analysis of state statutes.

A second means of gathering information from producers' representatives consisted of a series of informal meetings under IED auspices. At these meetings members of the sample discussed the characteristics and relative advantages and disadvantages of selection procedures throughout the United States. IED staff members were present at the meetings and introduced questions which were aimed at obtaining insights and commentaries that could not be gathered from formal structured instruments. A number of the questions posed by IED staff members during the meetings corresponded to those used in the Ten-State Survey Interview Guide. Other questions raised points that were more appropriate to the publishing or nonprinted materials industries. In addition, questions were raised concerning the information sources and information levels, perceptions of selection criteria, changes over time in terms of influence patterns and specific types of materials selected, and sales strategies and tactics for different kinds of materials and in different states. Information gathered by this method was collated and analyzed and, combined with the data from the matrices, forms the basis for Chapter IV.

Project Associates

California	Dr. Robert Filep Director of Studies Institute for Educational Development
Connecticut	Dr. Irving Allen Department of Sociology University of Connecticut
Florida	Dr. H. A. Curtis Professor of Educational Psychology College of Education The Florida State University
Georgia	Professor Oscar Jarvis College of Education University of Georgia
Indiana	Dr. Arthur Oestreich Division of University Schools Indiana University
Montana	Dr. Linus J. Carleton School of Education University of Montana
North Carolina	Dr. Allan S. Hurlburt Professor of Education Duke University
Ohio	Dr. Orlando Behling Associate Professor of Business Organization Ohio State University
Texas	Dr. Michael Thomas School of Education University of Texas
Wisconsin	Dr. F. A. White, Director Bureau of Audio-Visual Instruction University of Wisconsin

IED Staff

Dr. Nancy A. Bord, Study Director

Mrs. Carol Aslanian, Assistant Study Director

Districts Sampled in Ten-State Survey

State	District
California	Los Angeles
	Los Molinos County
	Modesto
	Palo Alto
	Red Bluff
	San Diego
	Santa Ana
	Santa Monica
Connecticut	Bolton
	Glastonbury
	Hartford
	Manchester
Florida	Avon Park
	Liberty County
	Miami Dade County
	Sarasota
	Sebring
Georgia	Atlanta
	Cordele - Crisp County
	Jonesboro - Clayton County
	Macon - Bibb County
	Sparta - Hancock County
	Waycross

State	District
Indiana	Bloomington
	Brown County
	Fort Wayne
	Hammond - Griffith
	Indianapolis
	Salem - Washington County
	Terre Haute - Vigo County
Montana	Circle - McCone County
	Dillon
	Great Falls
	Missoula
	Sidney
	Troy
North Carolina	Forest City
	Greensboro
	Mecklenburg County - Charlotte
	New Hanover County
	Rutherford County
	Wilmington
Ohio	Columbus
	Franklin County
	Galion
	Jefferson County
	Worthington

State	District
Texas	Austin
	Gatesville
	Houston - Harris County
	Lampasas County
	Midland
	Waco
	Williamson County
Wisconsin	Madison
	Milwaukee - Cudahy County
	Monroe
	Osseo
	Portage
	Prescott
	Spooner
	Westby

CHAPTER II

STATE STATUTES ON MATERIALS SELECTION

CHAPTER II

STATE STATUTES ON MATERIALS SELECTION

A number of formal, legal components within an education system may affect the materials selection process. State statutes have been chosen for analysis because they provide the framework within which county, district, and local units must operate. In the American Federal system, counties, towns, cities, school districts, and all other jurisdictional units are creations of the states and have only as much authority in any policy area as the state government allows. Despite social and cultural pluralism within many states and the wide assortment of regulations, ordinances, and customs within each of them, state statutes provide some guidelines for the selection process.

Two considerations must be noted at the outset of our discussion. First, the statutes refer only to textbooks and not to the full range of educational materials; in most cases statutes pertain only to basic textbooks, not to supplementary textbooks. In many states there are complex administrative regulations on all levels which augment the state statutes and influence the selection practices for other types of materials. However, the statutes of only one state (Virginia) contain provisions dealing specifically with nonprinted materials.

Second, the distinction between adoption and nonadoption states must be emphasized. The term "adoption state" is applied to those states which review and select textbooks at the state level. "Nonadoption" states are those in which state-level agencies are not involved in the selection of textbooks. However, even among the nonadoption states there are some which have statutory requirements for listing of books or which prescribe time periods for textbook selection. The distinction between _adoption_ and _nonadoption_ states will be used as a basis of classification throughout the report, but variations within each of these two types of states will be explored more fully in a subsequent section.[1]

Patterns of State Statute Provisions

The description of the statutes in the fifty states has been divided into two parts. In the first part the statutes' provisions are analyzed according to the number and kinds of units which are legally required to be involved in the selection process and the various roles which they play. A second dimension of the analysis examines the statute provisions according to the kinds of legal constraints they place on selection processes.

---

[1] See Figure 1, p. 26.

Number and Kinds of Units

Table 1 shows the number of units, classified according to geopolitical level, which are required by law to be involved in materials selection in each state. In this table only three levels are considered--state, county, and local. This last category encompasses units at both the local and district levels.

The total number of units legally required to be participants in the materials selection process in the fifty states ranges from two to eight. There are five states which require that only two units be involved. One of these, Louisiana, is an adoption state. The other four, Connecticut, Idaho, Massachusetts, and Vermont, are nonadoption states. One state, Tennessee, requires that eight separate units be involved in materials selection. Two of these units are on the state level, two on the county level, and four on the district or local level. Alabama and Indiana require that seven units participate in the selection of materials. In Alabama, four of the seven units are on the state level, one on the county level, and two on the district or local level. In Indiana, on the other hand, three state units and three district units or local units are involved, and only one of the seven units is on the county level.

In nonadoption states the most common number of units required to be involved in materials selection is three. In contrast, the most common number of units required to participate in adoption states is five. Table 2 summarizes the pattern of units required in the fifty states. Table 3, a further refinement

Table 1

Number of Units Involved in Materials Selection, by State and Geopolitical Level

State*	Number of State Units	Number of County Units	Number of District or Local Units	Total Number of Units
ALABAMA	4	1	2	7
ALASKA	3	0	2	5
ARIZONA	1	0	3	4
ARKANSAS	3	0	1	4
CALIFORNIA	2	1	1	4
Colorado	2	1	2	5
Connecticut	1	0	1	2
Delaware	2	0	1	3
FLORIDA	5	1	0	6
GEORGIA	3	1	1	5

*Adoption states are printed in capital letters.

Table 1 continued

State*	Number of State Units	Number of County Units	Number of District or Local Units	Total Number of Units
Hawaii	2	0	1	3
Idaho	1	0	1	2
Illinois	1	0	4	5
INDIANA	3	1	3	7
Iowa	1	0	3	4
KANSAS	3	1	1	5
KENTUCKY	3	0	1	4
LOUISIANA	2	0	0	2
Maine	2	0	2	4
Maryland	2	2	1	5

*Adoption states are printed in capital letters.

Table 1 continued

State*	Number of State Units	Number of County Units	Number of District or Local Units	Total Number of Units
Massachusetts	1	0	1	2
Michigan	2	0	2	4
Minnesota	2	0	1	3
MISSISSIPPI	4	0	1	5
Missouri	2	0	1	3
Montana	2	0	3	5
Nebraska	1	0	2	3
NEVADA	3	0	2	5
New Hampshire	2	0	1	3
New Jersey	2	1	2	5

*Adoption states are printed in capital letters.

Table 1 continued

State*	Number of State Units	Number of County Units	Number of District or Local Units	Total Number of Units
NEW MEXICO	3	0	2	5
New York	2	0	2	4
NORTH CAROLINA	3	0	0	3
North Dakota	1	0	2	3
Ohio	2	0	1	3
OKLAHOMA	3	0	2	5
OREGON	3	0	1	4
Pennsylvania	1	0	3	4
Rhode Island	2	0	2	4
SOUTH CAROLINA	3	1	0	4

*Adoption states are printed in capital letters.

Table 1 continued

State*	Number of State Units	Number of County Units	Number of District or Local Units	Total Number of Units
South Dakota	2	2	1	5
TENNESSEE	2	2	4	8
TEXAS	3	1	1	5
UTAH	4	0	1	5
Vermont	1	0	1	2
VIRGINIA	2	0	1	3
Washington	2	0	4	6
WEST VIRGINIA	2	1	0	3
Wisconsin	1	0	2	3
WYOMING	2	0	4	6

*Adoption states are printed in capital letters.

Table 2

Number of Units Involved in Materials Selection for Adoption and Nonadoption States

	Adoption	Nonadoption	Total
1, 2, 3,or 4 units	10	19	29
5, 6, 7,or more units	14	7	21
Total	24	26	50

Table 3

Geopolitical Levels of Units Involved in Materials Selection for Adoption and Nonadoption States

	Adoption	Nonadoption	Total
State Level Only(1)	2	0	2
Local Level Only(2)	0	0	0
State & 1 Local Level	10	13	23
State & 2 Local Levels	8	11	19
State & 3 Local Levels(3)	4	2	6
Total	24	26	50

(1) Louisiana and North Carolina.

(2) No state statute refers only to local-level units.

(3) Adoption states: Alabama, Arizona, Tennessee, Wyoming; Nonadoption states: Colorado, Iowa.

of these data, presents adoption and nonadoption states according to the kinds of units involved in materials selection on the state and local levels. Data here corroborate the patterns observed in Table 1.

Alabama requires that four state-level units be involved in materials selection, as do Mississippi and Utah (Table 1). The state with the highest number of required state-level units is Florida. Florida's statute specifies that five state-level units be involved in textbook selection.

Five states, all adoption states, have no requirements for involvement of local or district units. These states are Florida, Louisiana, North Carolina, South Carolina, and West Virginia. On the other hand, each of the fifty states requires, according to its statutes, that some units on the state level be involved in materials selection. However, when the total number of units is modified according to the role which various units play in materials selection, it is evident that state-level units in nonadoption states play insignificant, tangential, or very minor roles in materials selection.

It appears that county-level units are the least important in materials selection with respect to the total number of county units required to be involved. Fourteen states require county-level unit participation in materials selection, and only three require that more than one county-level unit be involved.

Table 4 presents an additional general perspective on relevant units involved in selection. In this classification only two geopolitical levels are defined--state and local. Units are differentiated according to whether they consist of one individual who is chief education officer, whether the unit is a general purpose group, such as a board of education, or a special purpose group, such as a textbook selection committee. Some states, namely, Alabama, Alaska, Florida, Mississippi, and Utah, have requirements for the participation of more than one special purpose group in selection at the state level. The 15 states which mention state-level special purpose groups in their statutes are all adoption states, as are the five states which mention more than one special purpose group.

On the local level, chief education officers are mentioned in the statutes of 16 of the states. Indiana, Montana, Washington, and Wyoming each mention two chief education officers. Chief education officers on the county level are mentioned in the statutes of eight states. There are four mentions of chief education officers on the district level, seven of local superintendents, and one of school officials. General purpose groups are mentioned in the statutes of eight state In only one instance (South Dakota) is there a special purpose group on the county level. Four of these groups are on the local level, and three are on the district level. The special purpose groups on the local level are all mentioned in the statutes of

Table 4

Kinds of Units Involved in Materials Selection, by State

State	State Level				Local Level				
	Chief Education Officer	General Purpose Group	Special Purpose Group	More than One Special Purpose Group	Chief Education Officer	General Purpose Group	Special Purpose Group	More than One General Purpose Group	More than One Special Purpose Group
ALABAMA	x	x		x(2)			x-l	x-c,city	
ALASKA		x		x(2)				x-d,l	
ARIZONA		x					x-d	x-d,l	
ARKANSAS	x	x	x				x-l		
CALIFORNIA		x	x					x-c,d	
Colorado	x	x			x-c			x-d,l	
Connecticut		x				x-l			
Delaware	x	x				x-d			
FLORIDA	x	x		x(3)	x-c				
GEORGIA	x	x	x		x-c	x-l			

KEY

c = county
d = district
l = local
sch = school

Table 4 continued

State	State Level				Local Level				
	Chief Education Officer	General Purpose Group	Special Purpose Group	More than One Special Purpose Group	Chief Education Officer	General Purpose Group	Special Purpose Group	More than One General Purpose Group	More than One Special Purpose Group
Hawaii	x	x					x-d		
Idaho		x				x-l			
Illinois	x				x-d			x-d,l,city	
INDIANA	x	x	x		x-c,l	x-l	x-l		
Iowa		x						x-c,l,city	
KANSAS	x	x	x					x-c,l	
KENTUCKY	x	x	x			x-l			
LOUISIANA	x	x							
Maine	x	x			x-l	x-l			
Maryland	x	x			x-c			x-c,city	

KEY

c = county
d = district
l = local
sch = school

Table 4 continued

State	State Level				Local Level				
	Chief Education Officer	General Purpose Group	Special Purpose Group	More than One Special Purpose Group	Chief Education Officer	General Purpose Group	Special Purpose Group	More than One General Purpose Group	More than One Special Purpose Group
Massachusetts	x					x-c			
Michigan	x	x						x-d,l	
Minnesota	x	x				x-d			
MISSISSIPPI		x		x(3)		x-d			
Missouri	x	x				x-l			
Montana	x	x			x-d,l	x-l			
Nebraska		x			x-c	x-d			
NEVADA	x	x	x					x-d,l	
New Hampshire	x	x				x-l			
New Jersey	x	x			x-c			x-d,city	

KEY

c = county
d = district
l = local
sch = school

Table 4 continued

State	State Level Chief Education Officer	General Purpose Group	Special Purpose Group	More than One Special Purpose Group	Local Level Chief Education Officer	General Purpose Group	Special Purpose Group	More than One General Purpose Group	More than One Special Purpose Group
NEW MEXICO	x	x	x					x-1,city	
New York	x	x						x-1, city	
NORTH CAROLINA	x	x	x						
North Dakota	x							x-d,1	
Ohio	x	x				x-1			
OKLAHOMA	x	x	x		x-1		x-1		
OREGON	x	x	x			x-d			
Pennsylvania	x				x-d			x-d,city	
Rhode Island	x	x			x-1	x-1			
SOUTH CAROLINA	x	x	x			x-c			

KEY

c = county   1 = local
d = district   sch = school

Table 4 continued

	State Level				Local Level				
State	Chief Education Officer	General Purpose Group	Special Purpose Group	More than One Special Purpose Group	Chief Education Officer	General Purpose Group	Special Purpose Group	More than One General Purpose Group	More than One Special Purpose Group
South Dakota	x	x			x-c	x-d	x-c		
TENNESSEE		x	x					x-c,d,l	x-c,d,l
TEXAS	x	x	x					x-c,l	
UTAH	x	x		x(2)		x-l			
Vermont		x				x-l			
VIRGINIA	x	x				x-l			
Washington	x	x			x-l,d	x-l	x-d		
WEST VIRGINIA		x	x			x-c			
Wisconsin	x							x-d,city	
WYOMING	x	x			x-l,sch			x-d,l	

KEY

c = county
d = district
l = local
sch = school

adoption states, whereas those on the district or county level, with the exception of the state of Arkansas, are all noted in the statutes of nonadoption states.

The picture becomes more complicated when one considers the category "more than one general purpose group on the local level." Twenty states have more than one group on the local level mentioned in their state statutes as participants in the materials selection process. Three of these states, Iowa, Illinois, and Tennessee, list three general purpose units on the local level which must be involved according to their legal requirements. Only one state, again Tennessee, has statutory requirements for more than one special purpose group on the local level. In this case, Tennessee's statutes call for the involvement of textbook selection committees on the county, district, and local levels.

In the previous tables the units mentioned in the state statutes as being involved in materials selection have been treated as if they were of equal importance. This obviously is not the case, and modification of these data seems to be in order. Thus, Table 5 presents another important dimension of the analysis of units required by state statute. Here, the role and scope of authority of units have been taken into consideration, and the units listed in Table 5 are those which have primary significance in the materials selection process. As may be seen from the listing of the most important units in

Table 5

Means of Selection and Scope of Authority of Most Important Units in Materials Selection, by State

	Significant Unit(s)	Composition of Unit(s)	Means of Selection of Unit(s)	Scope of Legal Authority Over Materials Selection
ALABAMA	State Board of Education	1 per Congressional District, Governor & State Superintendent ex officio	Appointed by Governor	Adopts 4 of 6 books per grade and subject
	State Text Committee	6, all educational professionals	Nominated by local superintendent, appointed by State Board	Recommends 6 books per grade and subject
ALASKA	State Text Commission	9, majority educational professionals	Selected by State Education Commissioner	Selects texts for state operated schools
ARIZONA	State Board of Education	9, 6 educational professionals	Appointed by Governor	Adopts 3-5 texts per grade and subject for elementary grades
	Governing Board of High School District	3-5, qualifications not specified	Local election	Choose high school texts
ARKANSAS	State Text Commission	5 for each subject, all professionals	Appointed by State Education Commissioner	Chooses 4-6 texts for each elementary subject
CALIFORNIA	State Board of Education	10, qualifications not specified	Appointed by Governor	Adopts texts for elementary grades
	Governing Board of High School District	Not specified	Not specified	Adopts texts for high schools
Colorado	Local School Boards	5-7 members, lay	Local election	Choose texts
Connecticut	Local Boards of Education	Not specified	Not specified	Choose texts for schools
Delaware	District School Boards	Not specified	Not specified	Selects texts for schools
FLORIDA	State Text Committee	9-12 members, 1/3 lay	Appointed by State Board of Education	Selects 2 books per subject and grade
	State Text Purchasing Board	Commissioner of State Education Institutions	By Office	Adopts 5 books per subject and grade
GEORGIA	State Board of Education	1 per Congressional District	Appointed by Governor	Selects texts
	Text Advisory Committee	5, all professionals	Appointed by State Board of Education	Recommends texts
Hawaii	District School Board	Not specified	Not specified	Selects texts
Idaho	Local School Board	5 members, qualifications not specified	Not specified	Select and purchase texts
Illinois	Local School Boards	7 members, qualifications not specified	Local election	Purchases books
INDIANA	State Text Commission	Not specified	Not specified	Adopts and procures books

Table 5 continued

State	Significant Unit(s)	Composition of Unit(s)	Means of Selection of Unit(s)	Scope of Legal Authority Over Materials Selection
Iowa	Local School Boards	3-7 members, qualifications not specified	Local election	Adopts and purchases texts
KANSAS	State Board of Education	7 members, all lay	Appointed by Governor	Approves list of texts
	Text Screening Committee	13 members, 11 professional	Appointed by State Superintendent	Adopts list of texts
KENTUCKY	State Text Commission	9 members, all professional	Appointed by State Board of Education	Selects 10 books per subject and grade
LOUISIANA	State Board of Education	11 members, lay	Not specified	Adopts texts
Maine	Local Superintendent	Professional	Appointed by local boards	Selects texts
Maryland	County Boards of Education	Not specified	Appointed (2 exceptions)	Adopts and purchases texts
Massachusetts	District School Boards	Not specified	Local election	Selects texts
Michigan	Local School Boards	3-9 members, qualifications not specified	Local election	Selects and purchases texts
Minnesota	District School Boards	3-7 members, lay	Local election	Purchases texts
MISSISSIPPI	State Text Purchasing Board	Governor, plus 3-5 professionals	Appointed by Governor	Adopts and purchases texts
	Rating Committee	All professional	Appointed	Recommends texts
Missouri	Local School Boards	3-12 members, qualifications not specified	Not specified	Purchases texts
Montana	District Superintendent	Professional	Local election	Selects texts
Nebraska	District School Boards	Not specified	Local election	Purchases texts

Table 5 continued

State	Significant Unit(s)	Composition of Unit(s)	Means of Selection of Unit(s)	Scope of Legal Authority Over Materials Selection
NEVADA	State Text Commission	15 members, 7 professional	6 Appointed by Governor	Selects and adopts texts
New Hampshire	Local School Boards	Not specified	Not specified	Selects texts
New Jersey	Local School Boards	5-9 members, qualifications not specified	Appointed in cities, Elected other areas	Selects and provides texts
NEW MEXICO	State Board of Education	10 members, qualifications not specified	Not specified	Adopts texts (elementary level)
New York	Local School Boards	5-9 members, qualifications not specified	Local election, except New York City	Designates and purchases texts
NORTH CAROLINA	State Board of Education	10 members, qualifications not specified	Appointed by Governor	Adopts all texts
	State Text Commission	12 members, all professional	Appointed by Governor	Evaluates books for adoption
North Dakota	Local School Boards	5-9 members, qualifications not specified	Local election	Selects and purchases texts
Ohio	Local Boards of Education	Not specified	Not specified	Adopts books
OKLAHOMA	State Text Committee	8 members, all professional	Appointed by Governor	Selects 5 texts per subject
OREGON	State Text Commission	5 members, all professional	Appointed by State Board of Education	Adopts texts
Pennsylvania	District School Boards	Not specified	Not specified	Adopts and purchases texts
Rhode Island	Local School Boards	Not specified	Local election	Purchases texts

Table 5 continued

State	Significant Unit(s)	Composition of Unit(s)	Means of Selection of Unit(s)	Scope of Legal Authority Over Materials Selection
SOUTH CAROLINA	State Board of Education	7 per judicial district, qualifications not specified	Elected by State Legislature	Designates, purchases and enforces use of texts
	State Text Commission	Not specified	Not specified	Advises State Board on texts
South Dakota	County Text Commission	5 members, 3 professional	Local election	Selects and adopts texts
	Local School Boards	Not specified	Local election	Adopts and purchases texts
TENNESSEE	State Text Commission	6 members, all professional	Appointed by Governor	Chooses 4 texts per subject and grade
TEXAS	State Board of Education	9 members, all lay	Appointed by Governor	Selects and adopts all texts
	State Text Committee	15 members, all professional	Appointed by State Board of Education	Recommends texts to State Board
UTAH	State Text Commission	At least 10 members, 1/2 professional	Appointed, professionals by State Board, lay by Governor	Adopts texts
Vermont	Local School Boards	3 members, all lay	Local election	Chooses texts
Virginia	State Board of Education	7 members, qualifications not specified	Appointed by Governor	Selects texts and educational materials including films
Washington	District Text Commission	5 members, 3 professional	Appointed by local school board	Selects texts
WEST VIRGINIA	State Board of Education	10 members, 9 lay	Appointed by Governor	Selects 5 books for each subject and grade
	State Committee of Teachers	15 members, all professional	Not specified	Advises State Board
WISCONSIN	District School Boards	Not specified	Local election	Adopts and purchases texts
WYOMING	State Board of Education	9 members, 2 professional 7 lay	Appointed by State Superintendent	Chooses and lists approved texts

materials selection for each state, 12 states, 11 adoption and one nonadoption (South Dakota), share principal authority over materials selection between two units.

Not only is the scope of the legal authority over materials selection listed for each of the most significant units in each state, but also the composition of the unit, according to whether its members are lay or professional, the number of members of each unit, and the means of selection of the various units (whether appointed or elected, and by whom). The inconsistency in the titles of the units and the terms and phrases used in the descriptions of scope of legal authority arises from presenting these data exactly as they appear in the statutes of the respective states.

Previous data presented in Tables 1 through 4 show that many other units are mentioned in the state statutes as participants in the materials selection process. Their roles, however, are less significant than those of the units which are listed in Table 5.

Tables 6 and 7 summarize, for adoption and nonadoption states, the data on the importance, composition, and means of selection of units presented in Table 5. Most of the nonadoption states do not specify the composition of the units which are considered most important in the selection of educational materials. However, where composition of units is specified, it is interesting to compare the pattern for adoption states to the pattern for nonadoption states. Two-thirds of the important

2

Table 6

Summary of Most Important Units Involved in Materials Selection for Adoption and Nonadoption States

Adoption States		Nonadoption States		
Most Important Unit	Number of States	Most Important Unit	Number of States	
State Text Selection Committee	14	Local School Board	15	
State School Board	13	District School Board	7	
State Text Advisory Board	4	District Text Committee	1	
State Text Purchasing Boards	2	District Superintendent	1	
District School Boards for High School Districts	2	County Text Committee	1	
		County School Board	1	
		Local Superintendent	1	
	35		27	62 units

Note: 11 adoption states and one nonadoption state share authority between two units.

Table 7

Summary of Composition and Means of Selection of Most Important Units Involved in Materials Selection for Adoption and Nonadoption States

	Composition (where specified by statute)				Means of Selection (where specified by statute)					
	Adoption		Nonadoption		Adoption			Nonadoption		
	All or Majority Professional	All or Majority Lay	All or Majority Professional	All or Majority Lay	Political Appointment	Professional Appointment	Election	Political Appointment	Professional Appointment	Election
	18	9	4	3	15	13	1	1	2	16
Total	27		7			29			19	

units in adoption states are required to be composed totally or primarily of educational professionals. Only four nonadoption states require the units to be comprised either entirely or primarily of educational professionals. However, with regard to the kind of unit considered most important in the different categories of states, adoption states are likely to have special purpose textbook selection committees as highly involved units, whereas nonadoption states rest legal authority for selection most frequently with locally-elected general purpose groups. Another interesting fact based on the data in Table 7 is that a large percentage of those members of the most important units in adoption states, although they may be educational professionals, are appointed by the governors of their respective states.

There are five states in which the state curriculum committee plays an important role in materials selection (Table 8). In two of these states, Florida and Mississippi, textbook purchasing boards at the state level are important, and in two other states other kinds of state-level units play important roles. All states with these patterns are adoption states. The other state-level units which appear in these columns are the Department of Education in the State of Alaska and the State Commission of Public School Teachers in West Virginia.

Reading horizontally across Table 8, the data showing the number of each kind of unit mentioned in the adoption and nonadoption states are modified according to the roles which these units play in the selection process. For example, there

Table 8

Units Involved in Materials Selection by Number of References and Scope of Legal Authority

	Number of References			Scope of Legal Authority in Materials Selection (where specified)*											
				Adoption						Nonadoption					
Units	Adoption	Nonadoption	Total	1	2	3	4	5	6	1	2	3	4	5	6
State Superintendent	18	21	39	1	1	0	1	10	10	0	2	0	0	10	9
State Board of Education	23	22	45	5	14	3	1	12	21	0	0	0	0	12	7
State Textbook Committee	18	0	18	14	13	6	7	4	2	0	0	0	0	0	0
State Curriculum Committee	5	0	5	0	2	0	0	0	4	0	0	0	0	0	0
State Textbook Purchasing Board	2	0	2	1	0	1	0	0	2	0	0	0	0	0	0
Other State-level Units	2	0	2	0	0	0	2	0	0	0	0	0	0	0	0
County Superintendent	4	5	9	0	0	1	0	0	2	0	0	0	0	2	2
County Board of Education	6	3	9	0	0	3	0	1	1	1	0	0	0	1	3
County Textbook Committee	1	1	2	0	0	0	1	0	0	1	0	0	0	0	0
District Superintendent	0	3	3	0	0	0	0	0	0	1	0	0	2	0	0
District Board of Education	6	13	19	2	0	4	2	0	2	7	0	0	4	2	10
District Textbook Committee	1	1	2	0	0	1	0	0	0	1	0	0	0	0	0
Other District-level Units	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Local (City or Town) Superintendent	3	3	6	0	0	2	0	0	1	1	0	0	1	1	2
Local Board of Education	13	16	29	0	0	8	0	2	6	10	0	0	0	3	16
Local Textbook Committee	5	0	5	0	0	3	2	1	0	0	0	0	0	0	0
Other Local-level Units	0	1	1	0	0	0	0	0	0	0	0	0	0	0	1
Special City Units	2	9	11	0	0	0	0	0	0	0	0	0	1	0	2
School-level Units	3	0	3	0	0	2	0	0	1	0	0	0	0	0	0

* Multiple roles specified in some states.

KEY: 1. Selects or adopts texts.
2. Prepares list.
3. Chooses from list prepared by other unit.
4. Advisory role
5. General supervisory role.
6. Tangential role, purchasing, distribution, etc.

are 18 mentions of state superintendents as being involved in materials selection in the 24 adoption states. In only one state, however, does the state superintendent actually select or adopt textbooks. In one other instance, the state superintendent is formally charged with responsibility for preparing the state list. In another instance he plays an advisory role, and in ten instances he has a general supervisory role or a role affecting materials distribution or purchasing. The multiple responsibilities of state superintendents account for the large number of roles coded in Table 8.

When one considers the state-level units in nonadoption states, the picture is quite clear. As has been noted (Table 8), state superintendents and state boards of education are the only state-level units which receive any mention at all in the statutes of nonadoption states. But in only two instances do either of these state-level units play any more than a general supervisory or tangential role in materials selection in nonadoption states.

Moving to the next geopolitical level, three different county-level units are mentioned in the statutes of the fifty states, namely, County Superintendent, County Board of Education, and County Textbook Committee. Inclusion of this level of unit in materials selection by statute is approximately evenly divided between adoption and nonadoption states. However, when the role or scope of legal authority for units on the county level is considered, there are only two instances (Maryland and South

Dakota, both nonadoption states), in which county-level units are considered to be significant.

District-level units, another important component of the materials selection process, are mentioned in state statutes. The term "district level," as distinct from "local level," is used according to the terminology as specified in the state statute. Districts may be either larger or smaller than either county or local units. In some sections of the country, school districts may encompass several counties or parts of several counties and may include cities, towns, villages, and other unincorporated areas. In other areas, as in large cities, the local level itself may be divided into a number of districts.

District-level units mentioned in the statutes of adoption states are either District Boards of Education or District Textbook Selection Committees. Again, the number of states in which district-level units play an important role in materials selection processes does not correspond to the number of states in which these kinds of units are mentioned.

Considering local-level units and their role in the selection process (Table 8), the number of local-level units mentioned is approximately equal for adoption and nonadoption states. However, the points of divergence between the patterns of unit importance for adoption and nonadoption states, if measured by the different roles of various units, are clearly seen. In adoption states the role most frequently played by local-level units is choosing from lists prepared by state-level units. In addition, adoption states often have local units which play roles in the purchasing and distribution of materials. On the other hand, in nonadoption states local-level units play the most important role in materials selection.

The statutes of three adoption states mention units at the school level. The function of the school-level unit in two of the three states is to make selections from the list prepared by the state-level unit.

Constraints on Materials Selection

In addition to consideration of specific units mentioned as participants in the materials selection process by the state statutes, the analysis of statutory provisions relevant to materials selection also took cognizance of the constraints or limitations imposed by state statutes on the selection process. Our analysis divided potential constraints into three categories: time constraints, procedural constraints, and substantive constraints. Data reflecting provisions of the statutes of the fifty states along these dimensions are shown in Tables 9 and 10. Table 11 presents a summary of the types of constraints specified by state statutes for adoption and nonadoption states.

Among the adoption states, five do not specify a particular time period for adoptions. In contrast to nonadoption states, adoption states tend to have longer time spans between adoptions, the average being five years. Six adoption states also have flexible time spans governing their adoptions, in which a span

Table 9

Time Constraints and Procedural Constraints on Materials Selection, by State

State	Time Periods for Selection	Procedural Constraints On Publishers	General
ALABAMA	3-6 year adoption cycle	1,5	2,4,5
ALASKA	None Specified	None Specified	1
ARIZONA	5 year adoption cycle	1,5	2,3
ARKANSAS	4-6 year adoption cycle	1,2	2,3
CALIFORNIA	4-8 year adoption cycle (elem.)	1,2,3,5	1,2,3,7
COLORADO	None Specified	None Specified	None Specified
Connecticut	None Specified	None Specified	None Specified
Delaware	4 year listing cycle	None Specified	1,2
FLORIDA	5 year adoption cycle	1,2	2,3
GEORGIA	5 year adoption cycle	1,6	3

Key: Constraints on Publishers

1. Most Favored Nation Clause
2. Conflict of Interest Clause
3. Required to File with State Board
4. Licensing Requirement
5. Bond to be Posted
6. Negotiations Only with State-level Units

Key: General Constraints on Selection Process

1. Adoption Unit and Procedures Specified
2. Subject Adoptions Sequenced
3. Distribution System Specified
4. Special Rules for Cities or a Specific City
5. Open, Competitive Bidding
6. Limits on Local Procedures
7. Some Materials Prepared by State

Table 9 continued

State	Time Periods for Selection	Procedural Constraints	
		On Publishers	General
Hawaii	None Specified	None Specified	None Specified
Idaho	None Specified	None Specified	None Specified
Illinois	Maximum use cycle 4 years	1,2,3,4	4,6,7
INDIANA	5 year adoption cycle	1,2,5	1,3
Iowa	5 year adoption cycle	1,5	2
KANSAS	None Specified	1,6	4,7
KENTUCKY	4 year adoption cycle	1,2,3,5	1,2,3
LOUISIANA	None Specified	6	4
Maine	3 year use cycle	None Specified	1,2,3
Maryland	3 year use cycle	None Specified	1,4

Key: Constraints on Publishers

1. Most Favored Nation Clause
2. Conflict of Interest Clause
3. Required to File with State Board
4. Licensing Requirement
5. Bond to be Posted
6. Negotiations Only with State-level Units

Key: General Constraints on Selection Process

1. Adoption Unit and Procedures Specified
2. Subject Adoptions Sequenced
3. Distribution System Specified
4. Special Rules for Cities or a Specific City
5. Open, Competitive Bidding
6. Limits on Local Procedures
7. Some Materials Prepared by State

Table 9 continued

		Procedural Constraints	
State	Time Periods for Selection	On Publishers	General
Massachusetts	None Specified	None Specified	None Specified
Michigan	5 year adoption cycle	1,2,5	1,3
Minnesota	None Specified	1,3,5	3
MISSISSIPPI	4-5 year adoption cycle	1,2	1
Missouri	None Specified	1,2,3,5	3
Montana	3 year adoption cycle	1,2,4,5	1
Nebraska	None Specified	1	None Specified
NEVADA	None Specified	1,5,6	None Specified
New Hampshire	None Specified	None Specified	None Specified
New Jersey	None Specified	2	3,4

Key: Constraints on Publishers

1. Most Favored Nation Clause
2. Conflict of Interest Clause
3. Required to File with State Board
4. Licensing Requirement
5. Bond to be Posted
6. Negotiations Only with State-level Units

Key: General Constraints on Selection Process

1. Adoption Unit and Procedures Specified
2. Subject Adoptions Sequenced
3. Distribution System Specified
4. Special Rules for Cities or a Specific City
5. Open, Competitive Bidding
6. Limits on Local Procedures
7. Some Materials Prepared by State

Table 9 continued

State	Time Periods for Selection	Procedural Constraints	
		On Publishers	General
NEW MEXICO	6 year adoption cycle	None Specified	1
New York	5 year adoption cycle	None Specified	1,4
NORTH CAROLINA	5 year adoption cycle	1	1,7
North Dakota	None Specified	1,2,3,5	2
Ohio	4 year adoption cycle	3	2
OKLAHOMA	4-6 year adoption cycle	1,2,3	2
OREGON	6 year adoption cycle	1,3,5	1,3,4,5
Pennsylvania	None Specified	2	4,6
Rhode Island	None Specified	2	2
SOUTH CAROLINA	4 year adoption cycle	1,2,6	1,2,5

Key: Constraints on Publishers

1. Most Favored Nation Clause
2. Conflict of Interest Clause
3. Required to File with State Board
4. Licensing Requirement
5. Bond to be Posted
6. Negotiations Only with State-level Units

Key: General Constraints on Selection Process

1. Adoption Unit and Procedures Specified
2. Subject Adoptions Sequenced
3. Distribution System Specified
4. Special Rules for Cities or a Specific City
5. Open, Competitive Bidding
6. Limits on Local Procedures
7. Some Materials Prepared by State

Table 9 continued

State	Time Periods for Selection	Procedural Constraints	
		On Publishers	General
South Dakota	Annual Selection Review	2	1,3
TENNESSEE	3-5 year adoption cycle	1,2,5,6	1,4
TEXAS	5 year adoption cycle	1,2,5	1,3,4,5
UTAH	4 year adoption cycle	2,5,6	1,3
Vermont	None Specified	None Specified	None Specified
VIRGINIA	6 year adoption cycle	1,5,6	1,2
Washington	3 year use cycle	None Specified	1,6
WEST VIRGINIA	4 year adoption cycle	2	1
Wisconsin	None Specified	None Specified	None Specified
WYOMING	None Specified	2	3

Key: Constraints on Publishers

1. Most Favored Nation Clause
2. Conflict of Interest Clause
3. Required to File with State Board
4. Licensing Requirement
5. Bond to be Posted
6. Negotiations Only with State-level Units

Key: General Constraints on Selection Process

1. Adoption Unit and Procedures Specified
2. Subject Adoptions Sequenced
3. Distribution System Specified
4. Special Rules for Cities or a Specific City
5. Open, Competitive Bidding
6. Limits on Local Procedures
7. Some Materials Prepared by State

Table 10

Substantive Constraints on Materials Selection, by State

State	General	Specific Prohibitions	Specific Prescriptions
ALABAMA	1,2,3	1	11,12
ALASKA	None Specified	1	None Specified
ARIZONA	1	1	4,5,9,12
ARKANSAS	1,3	5	4,5,8,10,12
CALIFORNIA	2,3	1,2,3,4	3,4,5,7,10,11,13
Colorado	None Specified	3	None Specified
Connecticut	None Specified	None Specified	2,3,4,5,6,10,11,12
Delaware	1	None Specified	2,4,5,12
FLORIDA	None Specified	1	1,2,3,4,5,6,8,11,12
GEORGIA	None Specified	1	1,4,5,6

KEY

General

1. English as language of instruction
2. Course of study prescribed, general
3. Course of study prescribed by grade and sequence level

Specific Prohibitions

1. Sectarian, denominational, partisan
2. Subversive, seditious
3. Improper
4. Communism
5. Evolution
6. Vivisection
7. Other

Specific Prescriptions

1. Bible Reading
2. Health Education
3. Driver Education
4. History, Government - national
5. History, Government - state
6. History, Government - local
7. Minority Groups Contributions
8. Conservation
9. Home Economics and Manual Training
10. Physical Education
11. Kindness to Animals
12. Dangers of alcohol, tobacco, and narcotics
13. Others

Table 10 continued

State	General	Specific Prohibitions	Specific Prescriptions
Hawaii	None Specified	None Specified	None Specified
Idaho	1	1	2,4,10,12
Illinois	1	1,6	2,4,5,10,11,12
INDIANA	1,2	1	3,4,5,12
Iowa	1,2,3	None Specified	2,4,5,6,8,9,10,12
KANSAS	2	1	4
KENTUCKY	None Specified	1,7	1,8,12
LOUISIANA	2	None Specified	4,5,11,12
Maine	1,2,3	1	2,4,5,11,12
Maryland	2	1	2,4,5,10,12

KEY

General

1. English as language of instruction
2. Course of study prescribed, general
3. Course of study prescribed by grade and sequence level

Specific Prohibitions

1. Sectarian, denominational, partisan
2. Subversive, seditious
3. Improper
4. Communism
5. Evolution
6. Vivisection
7. Other

Specific Prescriptions

1. Bible Reading
2. Health Education
3. Driver Education
4. History, Government - national
5. History, Government - state
6. History, Government - local
7. Minority Groups Contributions
8. Conservation
9. Home Economics and Manual Training
10. Physical Education
11. Kindness to Animals
12. Dangers of alcohol, tobacco, and narcotics
13. Others

Table 10 continued

State	General	Specific Prohibitions	Specific Prescriptions
Massachusetts	None Specified	6	2,4,10,12
Michigan	1	1	2,4,5,7,12
Minnesota	None Specified	None Specified	2,4,12
MISSISSIPPI	2,3	1	2,4,5,6,9,12
Missouri	None Specified	None Specified	2,4,5,12
Montana	None Specified	1	4,5,12
Nebraska	None Specified	None Specified	None Specified
NEVADA	None Specified	1	2,3,4,5,8,10,12
New Hampshire	None Specified	1	2,4,5,12
New Jersey	None Specified	None Specified	1,4,5,10,11,12,13

KEY

General

1. English as language of instruction
2. Course of study prescribed, general
3. Course of study prescribed by grade and sequence level

Specific Prohibitions

1. Sectarian, denominational, partisan
2. Subversive, seditious
3. Improper
4. Communism
5. Evolution
6. Vivisection
7. Other

Specific Prescriptions

1. Bible Reading
2. Health Education
3. Driver Education
4. History, Government - national
5. History, Government - state
6. History, Government - local
7. Minority Groups Contributions
8. Conservation
9. Home Economics and Manual Training
10. Physical Education
11. Kindness to Animals
12. Dangers of alcohol, tobacco, and narcotics
13. Others

Table 10 continued

State	General	Specific Prohibitions	Specific Prescriptions
NEW MEXICO	None Specified	None Specified	5
New York	2,3	1	2,4,5,10,11,12
NORTH CAROLINA	None Specified	None Specified	3,4,5,10,12,13
North Dakota	1,2	None Specified	4,8,10,11,12
Ohio	2	None Specified	2,4,5,8,10,12
OKLAHOMA	2	1	2,4,5,8,9,12
OREGON	2	None Specified	4
Pennsylvania	1,2	6	4,5,11,12
Rhode Island	None Specified	1	4,5,10,12
SOUTH CAROLINA	2	None Specified	4,5,10,12

KEY

General

1. English as language of instruction
2. Course of study prescribed, general
3. Course of study prescribed by grade and sequence level

Specific Prohibitions

1. Sectarian, denominational, partisan
2. Subversive, seditious
3. Improper
4. Communism
5. Evolution
6. Vivisection
7. Other

Specific Prescriptions

1. Bible Reading
2. Health Education
3. Driver Education
4. History, Government - national
5. History, Government - state
6. History, Government - local
7. Minority Groups Contributions
8. Conservation
9. Home Economics and Manual Training
10. Physical Education
11. Kindness to Animals
12. Dangers of alcohol, tobacco, and narcotics
13. Others

Table 10 continued

State	General	Specific Prohibitions	Specific Prescriptions
South Dakota	None Specified	None Specified	None Specified
TENNESSEE	1	5	2,4,5,12
TEXAS	2,3	1	2,4,5,9,10,11,12,13
UTAH	None Specified	1	2,4,5,10,12
Vermont	2,3	None Specified	2,10,12,13
VIRGINIA	2,3	1	3,4,5,10,12
Washington	1,2	1	2,4,5,10,12
WEST VIRGINIA	None Specified	None Specified	4,5,12
Wisconsin	2,3	1	4,5,8,10,13
WYOMING	1	1	4,5,11,12

KEY

General
1. English as language of instruction
2. Course of study prescribed, general
3. Course of study prescribed by grade and sequence level

Specific Prohibitions
1. Sectarian, denominational, partisan
2. Subversive, seditious
3. Improper
4. Communism
5. Evolution
6. Vivisection
7. Other

Specific Prescriptions
1. Bible Reading
2. Health Education
3. Driver Education
4. History, Government - national
5. History, Government - state
6. History, Government - local
7. Minority Groups Contributions
8. Conservation
9. Home Economics and Manual Training
10. Physical Education
11. Kindness to Animals
12. Dangers of alcohol, tobacco, and narcotics
13. Others

Table 11

Types of Constraints on Materials Selection for Adoption and Nonadoption States

Type of Constraint	Adoption	Nonadoption	Total
Time			
None specified	5	15	20
Set			
1 year	0	1	1
3 years	0	4	4
4 years	4	3	7
5 years	6	3	9
6 years	3	0	3
Flexible			
3 - 5 years	1	0	1
3 - 6 years	1	0	1
4 - 5 years	1	0	1
4 - 6 years	2	0	2
4 - 8 years	1	0	1
Total	24	26	50
Procedural			
On Publishers			
Most Favored Nation Clause	18	8	26
Conflict of Interest Clause	13	9	22
Required to File with State Board	4	5	9
Licensing Requirement	0	2	2
Bond to be Posted	11	6	17
Negotiations Only with State-level Units	7	0	7
None specified	2	13	15
General			
Adoption Unit and Procedures Specified	14	8	22
Subject Adoptions Sequenced	9	6	15
Distribution System Specified	11	6	17
Special Rules for Cities or a Specific City	6	5	11
Open, Competitive Bidding	4	0	4
Limits on Local Procedures	0	3	3
Some Materials Prepared by State	3	1	4
None specified	1	9	10
Substantive			
General			
English as Language of Instruction	6	9	15
Course of study prescribed, General	11	10	21
Course of study prescribed by grade and sequence level	6	5	11
None specified	9	12	21
Specific Prohibitions			
Sectarian, denominational, partisan	16	11	27
Subversive, seditious	1	0	1
Improper	1	1	2
Communism	1	0	1
Evolution	2	0	2
Vivisection	0	3	3
Other	1	0	1
None specified	6	12	18
Specific Prescriptions			
Bible Reading	3	1	4
Health Education	7	16	23
Driver Education	6	1	7
History, Government - national	20	21	41
History, Government - state	19	17	36
History, Government - local	3	2	5
Minority Groups Contributions	1	1	2
Conservation	5	4	9
Home Economics and Manual Training	4	1	5
Physical Education	8	14	22
Kindness to Animals	5	8	13
Dangers of alcohol, tobacco, and narcotics	18	21	39
Others	3	3	6
None specified	1	4	5

from "x" to "y" years for adoptions is specified. California has the longest permissible time span; its adoption cycle for elementary school textbooks is four to eight years.

Procedural constraints on materials selection have been divided into two categories: (1) procedural constraints on publishers and (2) general procedural constraints. Procedural constraints on publishers are illustrated by such requirements as the following: that a conflict of interest clause be included in the contract with the unit of the educational system purchasing textbooks, that publishers post bond, or that they negotiate only with specific units. General procedural constraints include rules for negotiation, special rules of procedure with reference to cities or a specific city in a state, and requirements for competitive bidding.

General substantive constraints on the contents of materials which can be selected, as specified in the state statutes, have been divided into three categories: (1) restrictions such as prescribing that English be the primary language of instruction, (2) prescription of curriculum at the state level, and (3) prescription not only of the course of study by state statute but also the grade level and sequence of materials to be taught. Other substantive constraints on materials selection, specified by state statute, which were used as dimensions of the analysis include prohibitions on the substance of materials taught and requirements for specific subjects to be taught.

Table 11, a summary of kinds of constraints, shows that all adoption states except two have some sort of procedural constraint on publishers, whereas thirteen nonadoption state statutes do not contain any specific procedural constraints on publishers. This same pattern is reflected in the general procedural constraints in adoption and nonadoption states; that is, more adoption states' statutes list specific procedural constraints than do nonadoption state statutes. The most frequently occurring procedural constraint on publishers for adoption states is that the "most favored nation" clause be included in the contract. Eight nonadoption states also require this. Two nonadoption states require that publishers be licensed, whereas none of the adoption states have this requirement. As might be expected, none of the nonadoption state statutes require that publishers negotiate only with state-level units, whereas seven adoption state statutes make this mandatory. Specification of procedures for selection is the most frequently occurring general constraint for both classifications of states.

Twenty-one state statutes have no provisions which fall into the general substantive constraint categories. The same number of states, ten of which are nonadoption states, also prescribe some portion of the public school curriculum by statute.

In terms of specific prohibitions on the substance of materials which can be taught in the public schools, eighteen states have no prohibitions. Twenty-seven states, on the other hand, prohibit the inclusion of sectarian, denominational, or partisan materials in books used in the public schools. Two states, Arkansas and Tennessee, have provisions in their state statutes which prohibit the teaching of the theory of evolution. Three states, Illinois, Massachusetts, and Pennsylvania, prohibit vivisection in the public schools. The only state which mentions specific political prohibitions is California, where both subversive and seditious material, in general, and communist doctrine, in particular, are prohibited by the state statute.

Five states' statutes have no substantive requirements or prescriptions. With the exception of Alaska, all of these are nonadoption states. Three adoption states, Kansas, New Mexico, and Oregon, specify only one required subject, and one state, Alabama, specifies two required subjects. States with the largest number of specific requirements, according to our coding scheme, are Texas, Connecticut, Iowa, and Florida.

The specific substantive requirements most frequently listed in state statutes are national history and government, state history and government, and the dangers of alcohol, tobacco, and narcotics. Health education and kindness to animals are listed as subject matter requirements in a number of states. Driver education is required in only seven states. Two states, Michigan and California, require that the contributions of minority groups be taught in the public schools. A number of states have unusual requirements which reflect particular interests within their state. For example, both Wisconsin and Vermont require that dairying be taught as a specific subject in the public schools.

As an additional refinement on the analysis of the state statutes, data from preliminary categorizations were collapsed for six dimensions of the analysis. In the case of the units required to be involved in selection, the data were reclassified for use as indicators of high or low centralization, administrative complexity, and professionalization. For the dimension of time constraints, the categories are "more" or "less" frequent selection. For procedural constraints and substantive constraints, the data from the preliminary analysis were recategorized into "restrictive," "nonrestrictive," and "not specified" classifications.

The locus of the most significant unit in materials selection was used as an indicator of the degree of centralization. The number of units at all levels, the kinds of units involved, and their roles were used as measures of administrative complexity. The composition of the most significant units in the materials selection process was used as the principal measure of the degree to which the selection process was under the control of educational professionals. Along these three dimensions the data were classified as high, low, or not specified.

Table 12 presents the statute analysis data for each state. Table 13 presents a summary of the six dimensions of the analysis and shows the distribution for nonadoption and adoption states. Comparisons of the distribution of states

Table 12

Six Dimensions of Statute Analysis, by State

State	Centralization	Administrative Complexity	Professionalization	Time Constraints	Procedural Constraints	Substantive Constraints
ALABAMA	1	1	2	2	1	1
ALASKA	1	1	1	3	3	2
ARIZONA	1 elementary, 2 high	1	2	2	2	2
ARKANSAS	1	2	1	2	1	1
*CALIFORNIA	1 elementary, 2 high	1	2	2	1	1
Colorado	2	2	2	3	3	2
*Connecticut	2	2	3	3	3	2
Delaware	2	2	3	1	2	2
*FLORIDA	1	1	1	2	1	1
*GEORGIA	1	1	2	2	2	2

Key to Code Numbers:
Centralization, Complexity, Professionalization

1. High 2. Low 3. Not Specified

*States in ten-state survey.

Key to Code Numbers: Time Constraints

1. More frequent selection 2. Less frequent selection 3. Not Specified

Key to Code Numbers: Procedural & Substantive Constraints

1. Restrictive 2. Nonrestrictive 3. Not Specified

Table 12 continued

State	Centralization	Administrative Complexity	Professionalization	Time Constraints	Procedural Constraints	Substantive Constraints
Hawaii	2	2	3	3	3	3
Idaho	2	2	3	3	3	2
Illinois	2	1	2	1	1	1
*INDIANA	1	1	3	2	1	1
Iowa	2	1	2	2	2	1
KANSAS	1	1	1	3	2	2
KENTUCKY	1	2	1	1	1	2
LOUISIANA	1	2	2	3	2	2
Maine	2	2	1	1	2	1
Maryland	2	2	3	1	2	2

Key to Code Numbers:
Centralization, Complexity, Professionalization

1. High 2. Low 3. Not Specified

*States in ten-state survey.

Key to Code Numbers: Time Constraints

1. More frequent selection 2. Less frequent selection 3. Not Specified

Key to Code Numbers: Procedural & Substantive Constraints

1. Restrictive 2. Nonrestrictive 3. Not Specified

Table 12 continued

State	Centralization	Administrative Complexity	Professionalization	Time Constraints	Procedural Constraints	Substantive Constraints
Massachusetts	2	2	2	3	3	2
Michigan	2	2	2	2	1	1
Minnesota	2	2	2	3	1	2
MISSISSIPPI	1	1	2	2	2	1
Missouri	2	2	3	3	2	2
*Montana	2	2	1	1	1	2
Nebraska	2	2	2	3	2	3
NEVADA	1	1	2	3	1	2
New Hampshire	2	2	3	3	3	2
New Jersey	2	1	2	3	2	2

Key to Code Numbers:
Centralization, Complexity, Professionalization

1. High 2. Low 3. Not Specified

*States in ten-state survey.

Key to Code Numbers: Time Constraints

1. More frequent selection 2. Less frequent selection 3. Not Specified

Key to Code Numbers: Procedural & Substantive Constraints

1. Restrictive 2. Nonrestrictive 3. Not Specified

Table 12 continued

State	Centrali- zation	Administrative Complexity	Professionalization	Time Constraints	Procedural Constraints	Substantive Constraints
NEW MEXICO	1	1	3	2	2	2
New York	2	2	2	2	2	1
*NORTH CAROLINA	1	1	2	2	2	1
North Dakota	2	2	2	3	2	2
*Ohio	2	2	3	1	2	2
OKLAHOMA	1	2	1	2	2	1
OREGON	1	2	1	2	1	2
Pennsylvania	2	2	3	3	2	2
Rhode Island	2	2	2	3	2	2
SOUTH CAROLINA	1	1	2	1	1	2

Key to Code Numbers:
Centralization, Complexity, Professionalization

1. High 2. Low 3. Not Specified

*States in ten-state survey.

Key to Code Numbers: Time Constraints

1. More frequent selection 2. Less frequent selection 3. Not Specified

Key to Code Numbers: Procedural & Substantive Constraints

1. Restrictive 2. Nonrestrictive 3. Not Specified

Table 12 continued

State	Centralization	Administrative Complexity	Professionalization	Time Constraints	Procedural Constraints	Substantive Constraints
South Dakota	2	1	2	1	2	3
TENNESSEE	1	1	1	1	1	2
*TEXAS	1	1	2	2	1	1
UTAH	1	2	1	1	1	2
Vermont	2	2	2	3	3	1
VIRGINIA	1	2	2	2	1	1
Washington	2	2	1	1	2	2
WEST VIRGINIA	1	2	2	1	2	2
*Wisconsin	2	2	2	3	3	1
WYOMING	1	1	2	3	2	2

Key to Code Numbers:
Centralization, Complexity, Professionalization

1. High 2. Low 3. Not Specified

*States in ten-state survey.

Key to Code Numbers: Time Constraints

1. More frequent selection 2. Less frequent selection 3. Not Specified

Key to Code Numbers: Procedural & Substantive Constraints

1. Restrictive 2. Nonrestrictive 3. Not Specified

Table 13

Summary of Six Dimensions of Statute Analysis for Adoption and Nonadoption States

	Total	Adoption States	Nonadoption States
I. Centralization			
High (1)	24	24	0
Low (2)	26	0	26
II. Complexity			
High (1)	20	16	4
Low (2)	30	8	22
III. Professionalization			
High (1)	12	9	3
Low (2)	27	13	14
Not Specified (3)	11	2	9
IV. Time Constraints			
More Frequent Selection (1)	13	5	8
Less Frequent Selection (2)	17	14	3
Not Specified (3)	20	5	15
V. Procedural Constraints			
Restrictive (1)	17	13	4
Nonrestrictive (2)	24	10	14
Not Specified (3)	9	1	8
VI. Substantive Constraints			
Restrictive (1)	17	10	7
Nonrestrictive (2)	29	14	15
Not Specified (3)	4	0	4

for pairs of dimensions are presented in subsequent tables in order to show possible relationships between the dimensions.

As will be noted in Table 12, the criteria for assignment of states to the highly centralized or less centralized category correspond exactly to the breakdown between adoption and nonadoption states. On the dimension of administrative complexity, states with more than four units, with more than two levels, and with three or more kinds of units were regarded as complex. Four nonadoption states received high ratings in this dimension: Illinois, Iowa, New Jersey, and South Dakota.

On the dimension of professionalization, the criteria were quite clear. States in which a majority of members of the most important units in materials selection were required to be educational professionals were obviously states with highly professionalized selection processes. On the dimension of time constraints, the full range of possibilities also has been collapsed into two major categories. Those states which require more frequent selection have been coded number one, and those states which require less frequent selection are coded number two. A third category is used for states which do not specify particular time periods for selection.

Assignment to categories along the dimensions of procedural and substantive constraints was somewhat more complex than other dimensions. Weights were assigned to different types of procedural and substantive constraints according to their potential restrictiveness on material selection. Assignment to categories was based not only on the number of procedural and substantive constraints which applied to the specific states but also on the nature of the constraint.

Tables 14 through 25 show possible relationships among pairs of various dimensions which have been described. From the data in Table 14 there seems to be a very strong relationship between centralization and administrative complexity as indicated by the numbers in the upper left and lower right cells of the table. For example, 16 of the states which rated high on centralization also rated high on administrative complexity, and 22 states which rated low on centralization also rated low on administrative complexity as well. The relationship between centralization and professionalization is less clear, although 14 states which rank low on centralization also rank low on professionalization (Table 15). In nonadoption states this may be attributed to the fact that these states statutes place greatest power over selection in the hands of local school boards which tend to be composed of lay members.

If we compare centralization and time constraints, there seems to be a relationship between highly centralized or adoption states and less frequent selection, as has been indicated previously (Table 16). There also seems to be a relationship between less centralized states and a lack of statutory specification for selection periods. When centralization is compared with procedural constraints, highly centralized states are almost evenly divided in terms of having restrictive or

Table 14

Comparison of Centralization and Administrative Complexity

		Administrative Complexity		
		High	Low	
Centralization	High	16	8	24
	Low	4	22	26
		20	30	50

Table 15

Comparison of Centralization and Professionalization

		Professionalization		
		High	Low	
Centralization	High	9	13	22
	Low	3	14	17
		12	27	39

Table 16

Comparison of Centralization and Time Constraints

		Time Constraints			
		Restrictive	Nonrestrictive	N.S.*	
Centralization	High	5	14	5	24
	Low	8	3	15	26
		13	17	20	50

Table 17

Comparison of Centralization and Procedural Constraints

		Procedural Constraints			
		Restrictive	Nonrestrictive	N.S.	
Centralization	High	13	10	1	24
	Low	4	14	8	26
		17	24	9	50

* N.S. = Not Specified

Table 18

Comparison of Centralization and Substantive Constraints

		Substantive Constraints			
		Restrictive	Nonrestrictive	N.S.	
Centralization	High	10	14	0	24
	Low	7	15	4	26
		17	29	4	50

Table 19

Comparison of Administrative Complexity and Professionalization

		Professionalization			
		High	Low	N.S.	
Administrative Complexity	High	4	14	2	20
	Low	8	13	9	30
		12	27	11	50

Table 20

Comparisons of Administrative Complexity and Procedural Constraints

		Procedural Constraints			
		Restrictive	Nonrestrictive	N.S.	
Administrative Complexity	High	9	10	1	20
	Low	8	14	8	30
		17	24	9	50

Table 21

Comparisons of Administrative Complexity and Substantive Constraints

		Substantive Constraints			
		Restrictive	Nonrestrictive	N.S.	
Administrative Complexity	High	9	10	1	20
	Low	8	19	3	30
		17	29	4	50

Table 22

Comparison of Professionalization and Substantive Constraints

		Substantive Constraints			
		Restrictive	Nonrestrictive	N.S.	
Professionalization	High	4	8	0	12
	Low	12	12	3	27
	N.S.	1	9	1	11
		17	29	4	50

Table 23

Comparison of Time Constraints and Procedural Constraints

		Procedural Constraints			
		Restrictive	Nonrestrictive	N.S.	
Time Constraints	Restrictive	6	7	0	13
	Nonrestrictive	9	8	0	17
	N.S.	2	9	9	20
		17	24	9	50

Table 24

Comparison of Time Constraints and Substantive Constraints

		Substantive Constraints			
		Restrictive	Nonrestrictive	N.S.	
Time Constraints	Restrictive	2	10	1	13
	Nonrestrictive	13	4	0	17
	N.S.	2	15	3	20
		17	29	4	50

Table 25

Comparison of Procedural Constraints and Substantive Constraints

		Substantive Constraints			
		Restrictive	Nonrestrictive	N.S.	
Procedural Constraints	Restrictive	9	8	0	17
	Nonrestrictive	6	16	2	24
	N.S.	2	5	2	9
		17	29	4	50

nonrestrictive patterns of procedural constraints; less centralized states clearly seem to fall much more frequently into the nonrestrictive procedural constraint category (Table 17). Finally, in comparing centralization with substantive constraints, the pattern seems less clear for highly centralized states than for less centralized states (Table 18).

When professionalization and administrative complexity are compared, another pattern appears (Table 19). Only four states which are high on administrative complexity also are high on professionalization. Fourteen states which are high on administrative complexity are low on professionalization. When administrative complexity is compared with procedural constraints, again it appears that there are no clear relationships between high administrative complexity and either restrictive or nonrestrictive patterns of procedural constraints (Table 20). On the other hand, the pattern for states which are low on administrative complexity indicates that on the dimension of procedural constraints they are, for the most part, in the less restrictive category. Comparing substantive constraints and administrative complexity, a similar pattern of relationships seems to emerge (Table 21). Again, a greater number of states low on administrative complexity also seem to have less restrictive substantive constraints, but there appears to be little difference between the numbers of states in restrictive and nonrestrictive categories which also are high on administrative complexity.

Another comparison can be made between professionalization and substantive constraints (Table 22). Of those states considered nonrestrictive, eight fall into the high professionalization category. The 27 states which are coded "low" in professionalization, with the exception of three states in which substantive constraints are not specified, are equally divided between the restrictive and nonrestrictive categories.

Between time constraints and procedural constraints there seems to be no clear pattern of relationships (Table 23). However, when we compare time constraints to substantive constraints, it may be said that those states which select their textbooks less frequently also seem to have more restrictive substantive constraints, and that those states with more frequently mandated textbook selection have less restrictive substantive constraints (Table 24). A final comparison can be made between procedural constraints and substantive constraints (Table 25). One relationship that is very clear is that, in general, states which have been rated as having nonrestrictive procedural constraints also have nonrestrictive substantive constraints.

The patterns which have been described include all fifty states. However, the principal basis for differentiating between states according to their statutes is the distinction between adoption and nonadoption states. An examination of these distinctions provides a basis for a more detailed view of the selection processes in the fifty states.

Adoption States

Although twenty-four of the fifty states are classified as adoption states, their statutory requirements for textbook selection are far from uniform. They are alike in that at least one state-level agency participates to some degree in the selection of textbooks. Hence, the number and range of options available to local school districts are limited to some extent in all of these states. However, the degree of latitude given local districts in textbook selection varies widely among adoption states.

Of those states requiring some measure of preliminary screening and selection at the state level, about half are Southern or "border" states. Two are in the Southwest, one in the Midwest, and one in the North Central area, and seven in the far West.[2] Historical, cultural, and geographical factors may account, in large part, for this distribution. These factors, plus other situational and environmental variables peculiar to each state, also may account for the specific provisions in their statutes on textbook selection. While the grouping of all adoption states together can lead to misleading oversimplifications, the consideration of each state's practices as unique unnecessarily complicates description.

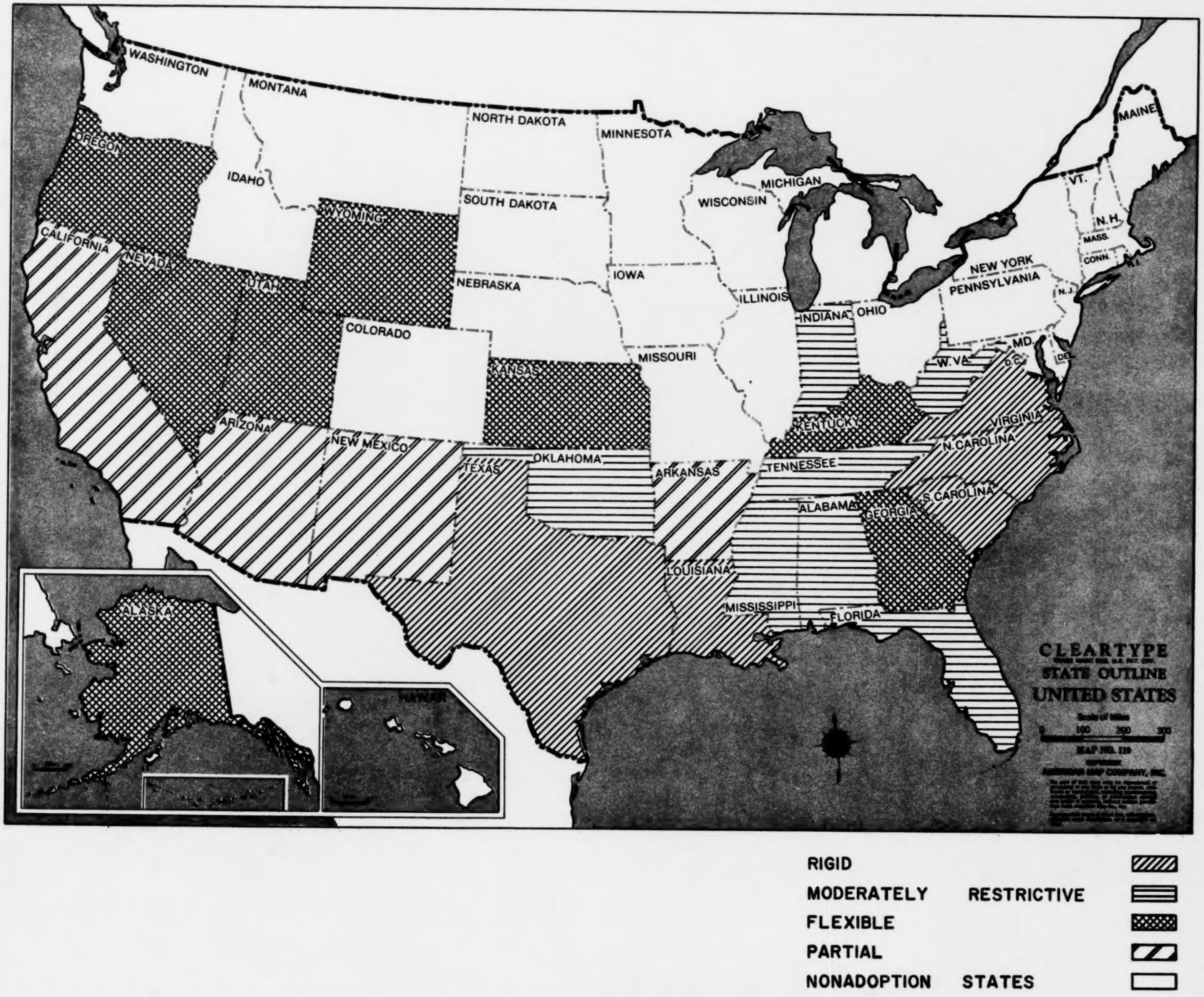
Our analysis of the statutes has sought possible systematic differentiation among "adoption" states. From this, it

---

[2] See Figure 2, p. 89

FIGURE 2

CLASSIFICATION OF ADOPTION STATES


WASHINGTON
MONTANA
NORTH DAKOTA
MINNESOTA
MAINE
OREGON
IDAHO
SOUTH DAKOTA
WISCONSIN
MICHIGAN
VT.
N.H.
MASS.
CONN.
R.I.
WYOMING
CALIFORNIA
NEVADA
UTAH
NEBRASKA
IOWA
NEW YORK
PENNSYLVANIA
N.J.
ILLINOIS
INDIANA
OHIO
COLORADO
MISSOURI
KANSAS
MD.
DEL.
D.C.
W.VA.
KENTUCKY
VIRGINIA
ARIZONA
NEW MEXICO
N.CAROLINA
OKLAHOMA
TEXAS
ARKANSAS
TENNESSEE
ALABAMA
GEORGIA
S.CAROLINA
LOUISIANA
MISSISSIPPI
FLORIDA
ALASKA
HAWAII
CLEARTYPE
STATE OUTLINE
UNITED STATES
MAP NO. 119
AMERICAN MAP COMPANY, INC.
RIGID ▨
MODERATELY RESTRICTIVE ▤
FLEXIBLE ▩
PARTIAL ▧
NONADOPTION STATES □

was found that the statutes of adoption states differ according to the number and kinds of state-level units required to participate in textbook selection, and the relative rigidity of state-selection constraints. This degree of rigidity is reflected in the length of the prescribed adoption cycle, in the number of books per grade and per subject selected by the state units from which local districts may choose, in the amount of freedom to choose supplementary materials, and in the number and kinds of exceptions in the statute which permit greater local flexibility. Characteristics of the selection processes of the adoption states are presented in Table 26.

On the basis of these data, we established four classifications for adoption states: (1) rigid adoption, (2) moderately restrictive adoption, (3) flexible adoption, and (4) partial adoption. Table 27 shows the classification of adoption states on a continuum according to their relative restrictiveness, and Figure 2 shows their geographical distribution.

The states classified as "rigid" have neither a larger number of units involved in the selection process, nor particularly longer adoption cycles than other adoption states. Compared to other types of adoption states, they do adopt fewer books from which local units may choose, and they specify somewhat more stringent enforcement procedures and more comprehensive and detailed regulations for the selection process. Louisiana exempts Orleans Parish (the city of New Orleans) from its formal adoption requirements. Virginia permits any district to withdraw from

Table 26

Adoption States: Characteristics of Selection Process

State	Length of Adoption Cycle	Number of Books Chosen per Subject and Grade	State-level Supplementary Books	Options or "Loopholes"
Alabama	3 - 6	4	None specified	City option
Alaska	None specified	None specified	None specified	Local option to participate
Arizona (elementary)	5	3 - 5	Listing required	High School level not state adoption
Arkansas (elementary)	4 - 6	4 - 6	4 supplementary books per grade & subject	High School level not state adoption
California (elementary)	4 - 8	One or more		May choose supplementary material High School level - listing required
Florida	5	3 - 5	None specified	
Georgia	5	None specified		May choose supplementary materials
Indiana	5	7		May adopt outside list with State Board approval
Kansas	None specified	None specified	None specified	
Kentucky	4	10 (no more than 2 from same publisher)		May choose outside list with state approval
Louisiana	None specified	5	May not use supplementary materials	Special rules for New Orleans Parrish
Mississippi	4 - 5	5	None specified	
Nevada	"Until books no longer serviceable"	None specified		May choose supplementary materials with State Board approval
New Mexico (elementary)	6	None specified	Listing required	High Schools - Local adoption
North Carolina	5	2		For supplementary and library books may choose from outside list
Oklahoma	4 - 6	5	None specified	
Oregon	6	None specified	None specified	May adopt from outside list
South Carolina	4	None specified	Must be from state list	
Tennessee	3 - 5	4	None specified	Special rules for cities
Texas	5	3 - 5	Must be from state list	
Utah	4	None specified	None specified	May add to state list
Virginia	6	None specified	State Board selects films, AV equipment, etc.	Districts may withdraw from state-supported system
West Virginia	4	5	None specified	
Wyoming	None specified	None specified	None specified	May choose from outside list

Table 27

Classification of Adoption States

Rigid	North Carolina, South Carolina Virginia Texas Louisiana
Moderately Restrictive	Alabama Florida, Indiana Mississippi Tennessee Oklahoma West Virginia
Flexible	Kentucky Oregon Georgia Kansas Utah, Nevada, Wyoming Alaska
Partial	California, New Mexico Arkansas Arizona

the state education system if it desires. North Carolina, reputedly the most restrictive state with respect to textbook adoption, in a provision added in 1967, increased the number of books selected by the state textbook commission from one to two for each grade and subject and permitted the selection of supplementary materials and library books from outside the state list.

In general, states in the "moderately restrictive" category have, according to the statutes, shorter adoption cycles and a greater number of choices on their multiple-adoption lists than rigid adoption states. In addition, most of these states provide for the selection of supplementary materials from sources other than the state-prepared list.

It will be noted that states in the "flexible" category are primarily Western states. In these cases, state adoption may be considered as a convenience or as a service performed by the state educational administration for widely dispersed local schools. In states such as Alaska, Wyoming, and Utah, where the educational systems consist of many small, geographically isolated schools, state-level screening and preliminary selection may have many advantages. The statutes of states in the flexible category permit a great degree of latitude for the selection of supplementary printed materials. In Alaska, local districts may choose from the state-adopted list or make up their own lists. Other states have laws which give more autonomy to cities and larger population units in the matter of selection. Another important feature of the statutes of states in the flexible category is that, with the exception of Kentucky, they do not specify the number of books per grade and per subject to appear on the adoption list. In practice, this may mean that almost any textbook offered by a publisher will be listed by the state. Flexible states not only have shorter adoption cycles than states in other categories, but also allow more freedom for addition of textbooks outside the normal cycle as new materials become available.

Several states mandate state-level adoption of textbooks for the elementary grades, but not for high schools. We have designated these as "partial adoption" states. Generally, in this category rigorous restrictions on selection procedures exist for elementary textbooks. California's statutes, for example, contain perhaps the most detailed specifications of any state with regard to elementary textbooks, but they place virtually no legal restrictions on high school textbook selection. Arizona, on the other hand, mandates a cycle for adoptions for both levels but leaves all selection of high school textbooks to local districts.

The classification scheme presented in Table 27 has been combined in Table 28 with the categorization of adoption states on the six dimensions of analysis. Tables 29 through 33 show the relationships between pairs of categories for five of the dimensions in Table 28. Centralization is not compared to other dimensions because all adoption states are defined as

Table 28

Classified Adoption States Categorized on Six Dimensions

Classification	State	Dimension					
		Centralization	Administrative Complexity	Professionalization	Time Constraints	Procedural Constraints	Substantive Constraints
Rigid	North Carolina	1	1	2	2	2	1
	South Carolina	1	1	2	1	1	2
	Virginia	1	2	2	2	1	1
	Texas	1	1	2	2	1	1
	Louisiana	1	2	2	3	2	2
Moderately Restrictive	Alabama	1	1	2	2	1	1
	Florida	1	1	1	2	1	1
	Indiana	1	1	3	2	1	1
	Mississippi	1	1	2	2	2	1
	Tennessee	1	1	1	1	1	2
	Oklahoma	1	2	1	2	2	1
	West Virginia	1	2	2	1	2	2
Flexible	Kentucky	1	2	1	1	1	2
	Oregon	1	2	1	2	1	2
	Georgia	1	1	2	2	2	2
	Kansas	1	1	1	3	2	2
	Utah	1	2	1	1	1	2
	Nevada	1	1	2	3	1	2
	Wyoming	1	1	2	3	2	2
	Alaska	1	1	1	3	3	2
Partial	California	1	1	2	2	1	1
	New Mexico	1	1	3	2	2	2
	Arkansas	1	2	1	2	1	1
	Arizona	1	1	2	2	2	2

Key to Code Numbers:
Centralization, Complexity, Professionalization

1. High 2. Low 3. Not Specified

Key to Code Numbers: Time Constraints

1. More frequent selection 2. Less frequent selection 3. Not Specified

Key to Code Numbers: Procedural & Substantive Constraints

1. Restrictive 2. Nonrestrictive 3. Not Specified

Table 29

Comparison of Administrative Complexity for Types of Adoption States

		Administrative Complexity		
		High	Low	
Type of Adoption State	Restrictive	8	4	12
	Less Restrictive	8	4	12
		16	8	24

Table 30

Comparison of Professionalization for Types of Adoption States

		Professionalization			
		High	Low	N.S.	
Type of Adoption State	Restrictive	3	8	1	12
	Less Restrictive	6	5	1	12
		9	13	2	24

Table 31

Comparison of Time Constraints for Types of Adoption States

		Time Constraints			
		More Frequent	Less Frequent	N.S.	
Type of Adoption State	Restrictive	3	8	1	12
	Less Restrictive	2	6	4	12
		5	14	5	24

Table 32

Comparison of Procedural Constraints for Types of Adoption States

		Procedural Constraints			
		Restrictive	Nonrestrictive	N.S.	
Type of Adoption State	Restrictive	7	5	0	12
	Less Restrictive	6	5	1	12
		13	10	1	24

Table 33

Comparison of Substantive Constraints for Types of Adoption States

		Substantive Constraints		
		Restrictive	Nonrestrictive	
Type of Adoption State	Restrictive	8	4	12
	Less Restrictive	2	10	12
		10	14	24

highly centralized. For these tables adoption states from our classification have been collapsed to two categories. Those states in the rigid and moderately restrictive categories have been labeled "restrictive," and those in the flexible and partial adoption categories are labeled "less restrictive."

Tables 28 through 33 show that there are fairly clear patterns for adoption states of both categories along the dimensions which have been presented, and variations within each category may be noted.

All adoption states have been assigned code numbers reflecting high centralization. On the administrative complexity dimension, adoption states that are restrictive and those that are less restrictive have a preponderance of high ratings. Indeed, as Table 29 shows, there is no difference in the distribution of code numbers along the administrative complexity dimensions for restrictive adoption states and for less restrictive states. In Table 30, which treats the professionalization dimension, differences can be seen between restrictive adoption states and less restrictive adoption states. Of the 12 restrictive adoption states, eight have low rankings on professionalization. Of the 11 less restrictive adoption states, which specify qualifications for members of the most significant units in materials selection, six have been assigned high professionalization ratings, and five low professionalization ratings. On the time constraint dimension, eight of the restrictive adoption states fall into the less frequent selection category and only one state does not specify time periods (Table 31). A greater number of less restrictive adoption states than restrictive adoption states do not have specific time periods for adoption in their state statutes.

In the case of the procedural constraints there is very little difference between the distribution of code numbers among the adoption states which are restrictive or less restrictive. Restrictive adoption states are rated as restrictive on the procedural constraint dimension in seven out of 12 instances, whereas the less restrictive adoption states fall into the restrictive procedural constraint category in six out of 12 instances (Table 32).

It is on the dimension of substantive constraints that differences between the two types of adoption states are most apparent. As Table 33 shows, in eight of 12 cases, restrictive adoption states have restrictive substantive constraints, whereas ten of the 12 less restrictive adoption states have less restrictive substantive constraints. It appears, therefore, that with the exception of the dimensions of substantive constraints, and to a lesser extent, professionalization, differences between the two categories of adoption states are very slight. However, in every instance where there are differences, they are in the direction that one might expect; namely, states considered to be less restrictive adoption states are also relatively less restrictive procedurally and substantively and their selection processes are somewhat more highly professionalized.

This finding seems to reinforce the internal validity of both parts of the analysis.

Nonadoption States

As in the case of adoption states, it is misleading to regard the selection processes of all nonadoption states as essentially similar. Careful scrutiny of the statutes of nonadoption states reveals patterns of differentiation among them.

Six nonadoption states require state-level listings of titles and/or publishers (Table 34). Although there is no formal requirement for state-level selection, it may be argued that the requirement of listing, even though it may be interpreted as a formality, imposes some constraints on the selection process. This is especially true in four states in which listing is combined with specified time limits on selection. The remaining nonadoption states do not have listing requirements, but seven of them have legally set time periods for adoption and five specify the selection procedures to be followed in considerable detail.

Since there are some differences within each category in our classification, where it is appropriate the states are arranged along a continuum to reflect the degree of rigidity in their statutory provisions. The "laissez-faire" category includes those states which have little reference to textbook selection procedures in their state statutes. As has been pointed out, this does not imply that "laissez-faire" states

Table 34

Classification of Nonadoption States

Filing or Listing Requirements and Time Periods Specified	Ohio Illinois Delaware Michigan
Filing or Listing Requirements	North Dakota Rhode Island
Time Periods for Selection Specified	Iowa, New York Maine, Maryland, Montana, Washington South Dakota
Other Procedural Detail	New Jersey Minnesota, Missouri Wisconsin Pennsylvania
Laissez-faire	Idaho, Massachusetts Colorado, Connecticut Nebraska, Vermont, New Hampshire, Hawaii

may not have complex administrative regulations and firmly entrenched traditional procedures governing the selection of materials. It means rather that there are minimal state-level legal requirements on selection procedures which could act as constraints upon the selection of textbooks or other materials.

However, there are differences among the nonadoption states. Although the patterns are not as discrepant as those at the extremes of the adoption state classification scheme (the Carolinas and Alaska), considerable differences do exist between the selection practices specified in the Ohio and Vermont statutes which represent the extremes among the nonadoption states categories. The regional distribution of different patterns of statutory requirements is shown in Figure 3.[3]

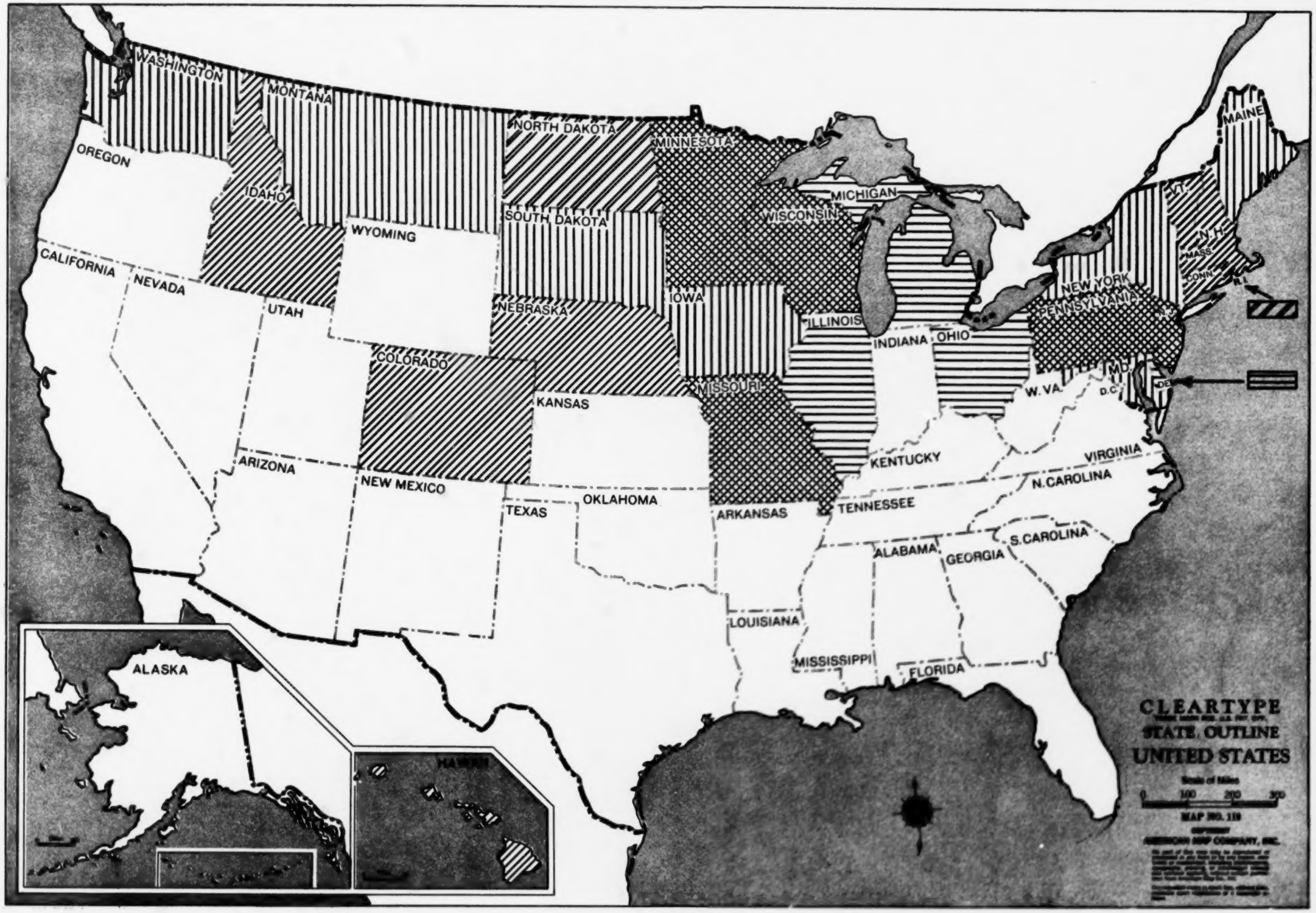
Nonadoption states, classified in Table 34, have been categorized along the six dimensions of analysis in Table 35. The greater frequency of code numbers indicating lower or less restrictive categories in this table as compared with the code numbers for adoption states is readily apparent. On the centralization dimension, adoption and nonadoption states are differentiated by code numbers. All adoption states are coded 2 and all nonadoption states are coded 1. There are no differences for subcategories within each major type of state in these coded tables.

---

[3] See Figure 3, p. 104.

FIGURE 3

CLASSIFICATION OF NONADOPTION STATES


WASHINGTON
MONTANA
NORTH DAKOTA
MINNESOTA
MAINE
OREGON
IDAHO
SOUTH DAKOTA
MICHIGAN
WISCONSIN
VT.
N.H.
MASS.
CONN.
R.I.
WYOMING
CALIFORNIA
NEVADA
UTAH
NEBRASKA
IOWA
ILLINOIS
NEW YORK
PENNSYLVANIA
N.J.
INDIANA
OHIO
COLORADO
MISSOURI
MD.
DEL.
D.C.
W. VA.
KANSAS
KENTUCKY
VIRGINIA
ARIZONA
NEW MEXICO
N. CAROLINA
OKLAHOMA
TEXAS
ARKANSAS
TENNESSEE
S. CAROLINA
ALABAMA
GEORGIA
LOUISIANA
MISSISSIPPI
FLORIDA
ALASKA
HAWAII
CLEARTYPE
STATE OUTLINE
UNITED STATES
Scale of Miles
0
100
200
300
MAP NO. 110
AMERICAN MAP COMPANY, INC.

FILING OR LISTING & TIME PERIODS ▤

FILING OR LISTING ▨

TIME PERIODS ▥

OTHER PROCEDURAL DETAIL ▩

Table 35

Classified Nonadoption States Categorized on Six Dimensions

		Dimension					
Classification	State	Centralization	Administrative Complexity	Professionalization	Time Constraints	Procedural Constraints	Substantive Constraints
Listing or Filing and Time Periods Specified	Ohio	2	2	3	1	2	2
	Illinois	2	1	2	1	1	1
	Delaware	2	2	3	1	2	2
	Michigan	2	2	2	2	1	1
Listing or Filing	North Dakota	2	2	2	3	2	2
	Rhode Island	2	2	2	3	2	2
Time Periods Specified	Iowa	2	1	2	2	2	1
	New York	2	2	2	2	2	1
	Maine	2	2	1	1	2	1
	Maryland	2	2	3	1	2	2
	Montana	2	2	1	1	1	2
	Washington	2	2	1	1	2	2
	South Dakota	2	1	2	1	2	3
Other Procedural Detail	New Jersey	2	1	2	3	2	2
	Minnesota	2	2	2	3	1	2
	Missouri	2	2	3	3	2	2
	Wisconsin	2	2	2	3	3	1
	Pennsylvania	2	2	3	3	2	2
Laissez-faire	Idaho	2	2	3	3	3	2
	Massachusetts	2	2	2	3	3	2
	Colorado	2	2	2	3	3	3
	Connecticut	2	2	3	3	3	2
	Nebraska	2	2	2	3	2	3
	Vermont	2	2	2	3	3	1
	New Hampshire	2	2	3	3	3	2
	Hawaii	2	2	3	3	3	3

Key to Code Numbers:
Centralization, Complexity, Professionalization
1. High 2. Low 3. Not Specified

Key to Code Numbers: Time Constraints
1. More frequent selection 2. Less frequent selection
3. Not Specified

Key to Code Numbers: Procedural & Substantive Constraints
1. Restrictive 2. Nonrestrictive 3. Not Specified

The less restrictive nonadoption states in these tables are those which are either in the laissez-faire category or in the category which specifies procedural detail. States with filing or listing requirements or specified time periods for selection (or both) are considered restrictive nonadoption states. Tables 36 through 40 present the distribution of code numbers on the five dimensions other than centralization for the collapsed categories of nonadoption states.

On the administrative complexity dimension, nonadoption states which have been classified as restrictive and less restrictive have a high proportion of ratings in the low administrative complexity category (Table 36). There is very little difference between restrictive nonadoption states and less restrictive nonadoption states on the dimension of professionalization. Both categories of nonadoption states have a majority in the low professionalization category (Table 37).

The dimension of time constraints is one which seems to differentiate restrictive from less restrictive nonadoption states. As may be seen in Table 38, 11 of the 13 restrictive nonadoption states specify time periods for selection, though eight of these are in the category of more frequent selection. On the other hand, none of the states in the less restrictive nonadoption category specify time constraints on materials selection in their statutes. In the case of procedural constraints, as might be expected, very few of the nonadoption states of either category have restrictive procedural constraints.

Table 36

Comparison of Administrative Complexity for Types of Nonadoption States

		Administrative Complexity		
		High	Low	
Type of Nonadoption State	Restrictive	3	10	13
	Less Restrictive	1	12	13
		4	22	26

Table 37

Comparison of Professionalization for Types of Nonadoption States

		Professionalization			
		High	Low	N.S.	
Types of Nonadoption States	Restrictive	3	7	3	13
	Less Restrictive	0	7	6	13
		3	14	9	26

Table 38

Comparison of Time Constraints for Types of Nonadoption States

		Time Constraints			
		More Frequent	Less Frequent	N.S.	
Type of Nonadoption State	Restrictive	8	3	2	13
	Less Restrictive	0	0	13	13
		8	3	15	26

Table 39

Comparison of Procedural Constraints for Types of Nonadoption States

		Procedural Constraints			
		Restrictive	Nonrestrictive	N.S.	
Type of Nonadoption State	Restrictive	3	10	0	13
	Less Restrictive	1	4	8	13
		4	14	8	26

Table 40

Comparison of Substantive Constraints for Types of Nonadoption States

		Substantive Constraints			
		Restrictive	Nonrestrictive	N.S.	
Type of Nonadoption State	Restrictive	5	7	1	13
	Less Restrictive	2	8	3	13
		7	15	4	26

Ten of the 13 restrictive nonadoption states have nonrestrictive procedural constraints, whereas eight of the 13 less restrictive nonadoption states do not specify procedural constraints at all (Table 39). On the dimensions of substantive constraints, differences are apparent between restrictive and less restrictive nonadoption states. These differences are slight, and both categories of nonadoption states have majorities in the nonrestrictive substantive constraint categories, but more of the restrictive nonadoption states also have restrictive substantive constraints. A greater number of less restrictive nonadoption states than restrictive nonadoption states do not specify any substantive constraints which may affect materials selection (Table 40).

Summary

Data from the statute analysis have been presented in considerable detail. From such a detailed presentation we have been able to discern patterns of statutory provisions concerned with materials selection as well as points of differentiation among the fifty states. Six dimensions have been discussed in the analysis. Three of these dimensions relate to the kinds of units which are required by law to participate in materials selection in the various states and the relationships among these dimensions. Three other dimensions pertain to types of constraints in the statutes which may affect the timing of selection, the procedures to be followed in materials selection, and constraints on the subject matter or substance of materials.

In addition, a detailed examination of adoption states and nonadoption states shows that, while there are very real differences within both adoption and nonadoption categories which any analysis of materials selection statutes cannot ignore, the most significant point of formal differentiation remains that between adoption and nonadoption states.

The caveat mentioned at the outset, that the statutes discussed pertain only to textbooks, should be restated at this point. The analysis of the statutes and the potential significance of patterns of selection as well as potential constraints on selection must be viewed in this context. It must also be remembered that statutes are simply words on paper which must be interpreted and implemented. The ways in which, and the persons by whom, statutes are interpreted and implemented are factors that have not yet been considered and that greatly affect what statutory constraints on selection actually mean in practice. Regardless of whatever state provisions on centralized textbook selection are contained in the statutes, of the degree of complexity in administrative procedures, of the degree to which educational professionals are involved in controlling materials selection, of the frequency of the selection of materials, of the procedures which both publishers and other units in selection must follow, and of the legal requirements for inclusion or exclusion of specific subject matter, these statutory provisions are very much affected by continuous interpretation and reinterpretation in large numbers of local units by an even larger number of individuals.

Thus, an analysis of formal legal requirements of state statutes governing the selection of materials presents only a partial picture and may give us very little understanding of how the materials selection process actually works in the fifty states.

CHAPTER III

THE TEN-STATE SURVEY

CHAPTER III

THE TEN-STATE SURVEY

The ten-state survey was designed to provide a description of the patterns of materials selection based on data from persons at various levels in school systems who are participants in the process. Data from the survey are presented in four sections: (1) characteristics of the sample, (2) the selection process, (3) views about materials, and (4) information about materials.

Characteristics of the Sample

The total number of respondents in the ten-state survey was 401. The ten states were represented in the following proportions: Connecticut with 42 respondents or 10.5 percent of the total sample, Wisconsin with 36 or 9 percent, California with 58 or 14.5 percent, Montana with 50 or 12.5 percent, Ohio with 35 or 8.7 percent, Georgia with 30 or 7.5 percent, Texas with 36 or 9 percent, Florida with 49 or 12.2 percent, Indiana with 30 or 7.5 percent, and North Carolina with 35 or 8.7 percent.

Adoption states with multiple-listing procedures made up 44.9 percent of the sample, and nonadoption states made up 40.6 percent. California, a partial adoption state, was the only state in the sample with "mixed" selection policies (adoption for the elementary level and a nonadoption pattern for the high school level).

Table 41 summarizes the breakdown of the sample by roles in the educational process and by state. Table 42 presents the characteristics of the survey sample by state along several other dimensions: (1) the population of the unit with which respondents were identified, (2) the school system enrollment of respondents' identifying units, (3) the length of time each respondent had been in his present position, and (4) the age and sex of respondents.[1]

In addition to the classification in Table 42, categorization of units in each state was based on the descriptions of dominant socioeconomic characteristics provided by Project Associates for each unit. According to these descriptions, 29.9 percent of the total sample represented complex urban communities with a heterogeneous social structure and economic base, 29.5 percent represented middle-class (in terms of both income and class) communities, 18.5 percent represented upper-class communities, and 11.5 percent represented lower-class (including poverty-level) communities.

---

[1] Since the educational roles in the survey included many administrators and school board members, and since these roles tend to be dominated by older males, the percentages of middle-aged and male respondents in the sample is high.

Table 41

Educational Roles of Respondents, for Total Sample and by State

Position	Total Sample	Connecticut	Wisconsin	California	Montana	Ohio	Georgia	Texas	Florida	Indiana	North Carolina
State Superintendent or Assistant	2.7	—	2.8	1.7	2.0	11.4	—	—	2.0	6.7	2.9
State Board of Education Member or Nonprofessional	1.7	—	—	—	2.0	2.9	—	5.6	4.1	—	2.9
State Selection Committee Member	2.2	—	—	—	—	—	—	8.3	8.2	6.7	—
State ESEA Director	.5	—	—	—	—	—	3.3	—	—	—	2.9
State Purchasing Representative	1.2	—	—	5.2	—	—	—	—	2.0	—	2.9
State Curriculum Consultant or Coordinator	4.5	—	2.8	1.7	—	2.9	6.7	2.8	10.2	6.7	14.3
Total State-level Representation	12.8	—	5.6	8.6	4.0	17.2	10.0	16.7	26.5	20.1	25.9
County or District Superintendent	10.2	4.8	2.8	6.9	24.0	5.7	16.7	—	8.2	19.9	14.1
County or District Board of Education Member or Nonprofessional	8.0	11.9	—	5.2	12.0	8.6	3.3	8.4	14.3	6.7	5.7
County or District Selection Committee Member	.5	—	—	3.4	—	—	—	—	—	—	—
County or District Curriculum Specialist or Director	10.7	9.5	2.8	13.0	6.0	5.7	20.0	13.9	10.2	10.0	17.1
Total County-level Representation	29.4	26.2	5.6	29.3	42.0	20.0	40.0	22.3	32.7	36.6	36.9
High School Principal	10.7	9.5	8.3	12.1	12.0	11.4	10.0	8.3	12.2	10.0	11.4
Elementary School Principal	9.0	9.5	—	13.8	10.0	11.4	13.3	8.3	8.2	6.7	5.7
School Curriculum Specialist	3.5	7.1	—	10.3	—	8.6	—	—	—	3.3	2.9
Audiovisual Specialist	1.7	4.8	2.8	—	—	—	—	11.1	—	—	—
Librarian	2.0	4.8	8.2	—	2.0	—	—	—	—	3.3	—
High School Department Chairman	2.7	7.1	8.3	—	—	5.7	6.7	—	—	—	2.9
High School Teacher	13.7	16.7	30.6	12.1	16.0	11.4	10.0	8.3	12.2	13.3	5.7
Elementary Teacher	14.5	14.3	30.6	13.8	14.0	14.3	10.0	25.0	8.2	6.7	8.6
Total Local-level Representation	57.8	73.8	88.8	62.1	54.0	62.8	50.0	61.0	40.8	43.3	37.2

Table 42

Selected Sample Characteristics, for Total Sample and by State

	Total Sample	Connecticut	Wisconsin	California	Montana	Ohio	Georgia	Texas	Florida	Indiana	North Carolina
Population of Respondents' Identifying Unit											
500,000 or more	13.8	—	8.3	33.2	--	23.6	23.3	--	—	11.7	—
Between 100,000 and 500,000	13.3	28.6	11.1	12.5	—	—	23.3	33.3	20.4	11.7	31.4
Between 25,000 and 100,000	33.4	52.4	--	31.5	96.0	20.9	10.0	—	36.7	28.4	25.7
Under 25,000	26.7	19.0	75.0	14.2	—	38.1	33.3	41.7	16.3	28.4	17.1
State-level respondents	12.8	—	5.6	8.6	4.0	17.2	10.0	16.7	26.5	20.1	25.9
								8.3*			
School System Enrollment of Respondents' Identifying Unit											
Over 100,000	15.6	—	8.3	33.2	—	25.7	21.3	—	20.4	14.3	17.2***
Between 25,000 and 100,000	12.8	28.6	11.1	12.5	—	—	21.8	33.3	—	5.7	22.9
Between 5,000 and 25,000	26.1	21.4	—	31.5	44.0	20.0	21.3	—	36.7	29.6	34.4
Between 1,000 and 5,000	24.3	31.0	55.5	14.2	26.0	37.2	27.0	41.7	—	24.3	—
Under 1,000	8.4	19.0	19.5	—	26.0	—	—	—	16.3	5.7	—
State-level respondents	12.8	—	5.6	8.6	4.0	17.2	10.0	16.7	26.5	20.1	25.9
								8.3*			
Respondents' Time in Present Position											
2 Years or Less	20.4	16.7	--	12.1	16.0	25.7	20.0	33.3	20.4	33.3	37.1
3 - 5 Years	29.9	28.6	52.8	27.5	20.0	28.5	43.4	22.2	34.7	20.0	17.1
6 - 15 Years	37.1	35.8	36.1	48.3	56.0	28.6	23.3	25.0	36.7	30.0	34.3
Over 15 Years	10.0	19.0	11.1	8.6	6.0	11.7	13.4	11.1	8.2	3.3	8.6
				3.5*	2.0*	5.5*		8.4*	3.4*		2.9*
Respondents' Age**											
20 - 30 Years	9.7	14.3	33.4	5.1	6.0	11.5	3.3	16.7	6.1	3.3	--
31 - 40 Years	28.5	26.2	22.2	27.6	30.0	31.5	43.3	27.8	28.6	23.3	25.7
41 - 50 Years	38.4	47.6	33.4	32.7	46.0	31.4	30.0	30.6	38.8	50.0	42.9
Over 50	22.2	11.9	11.1	34.4	18.0	25.7	23.4	19.4	26.5	23.4	22.9
								5.5*			9.5*
Respondents' Sex											
Male	68.3	66.7	55.6	67.2	72.0	82.9	66.7	61.1	73.5	76.7	60.0
Female	31.7	33.7	44.4	32.8	28.0	17.1	33.3	38.9	26.5	23.3	40.0

*Percentage not answered by state sample.
**Question not answered by 1.2% of the total sample.
***Consolidated district, county, and city.

The Selection Process

This portion of the survey analysis reflects the major concern of our study. Questions were included in the interview guide to ascertain the views of the respondents on various dimensions of the selection process. These dimensions included: (1) the persons and groups most influential in the general selection of materials for specific types of materials; (2) the involvement of the respondents themselves; (3) the characteristics of the selection process; (4) the criteria for materials selection; (5) the constraints on materials selection; (6) the major strengths and weaknesses in the materials selection process. Much of our data are presented in tabular form, and, unless otherwise indicated, figures in the tables are percentages. If columns of percentages do not total to 100 percent, either the percentages of "no responses" to a question or all alternative responses have not been included. Multiple listings by respondents account for percentages over 100 percent in some tables.

Influence Rankings in the Materials Selection Process

Respondents were asked to rank order various individuals and units within the selection system according to their relative influence on final decisions. The terms, "Rated #1, Rated #2, and Rated #3," reflect the respondents' opinions of individuals or units ranked first, second, and third in importance. In this section we are concerned only with the influence of individuals and groups in selection generally. Table 43 summarizes the ratings made by the total sample.

The data show that individual teachers ranked higher than any other group as most influential in the selection process. School or department selection committees and state selection committees were ranked second and third, respectively, in the "most influential" ratings.

In the category "second most influential" in materials selection, school or department selection committees were rated first, school principals second, and department chairmen and individual teachers share third place. School principals received the highest number of mentions as "third most influential," and individual teachers and school department selection committees were second and third, respectively. The respondents' perceptions of individual teachers as the major and most important influence in the selection of educational products are clearly substantiated by these rankings. School principals and school or department selection committees are also seen as influential, although not to the same extent as individual teachers.

The data presented in Table 43 can be viewed in another way. An overall view of the three most important and influential units in the selection process may be obtained by rank ordering the total percentages for all three categories. This reveals that individual teachers had the highest percentage, school or department selection committees the second highest percentage, and school principals the third. Relatively minor importance

Table 43

Summary of Influence Rankings of Educational Roles in Materials Selection, for Total Sample

	Rated #1	Rated #2	Rated #3	Total
State Administrator	2.2	2.5	4.2	8.9
County Commissioner or Superintendent	2.2	2.7	1.7	6.6
City or Town Superintendent	2.7	3.5	3.5	9.7
District Superintendent	6.7	2.5	5.0	14.2
School Principal	9.7	17.2	18.2	45.1
State Selection Committee	11.0	3.5	4.2	18.7
County Selection Committee	2.5	4.2	1.2	7.9
City or Town Selection Committee	3.0	2.7	1.2	6.9
District Selection Committee	6.0	6.2	1.7	13.9
School/Department Selection Committee	18.5	19.2	12.4	50.1
State Board of Education Members or Nonprofessionals	5.9	5.0	7.9	18.8
County Board of Education Members or Nonprofessionals	.5	.5	2.0	3.0
City or Town Board of Education Members or Nonprofessionals	1.2	2.7	5.7	9.6
State Curriculum/Materials Specialists	.2	.5	2.5	3.2
District Curriculum/Materials Specialists	7.2	7.7	5.7	20.6
School Curriculum/Materials Specialists	9.0	8.2	10.0	27.2
Department Chairman	9.5	14.5	11.5	35.5
Individual Teacher	29.9	14.2	13.7	57.8

was attributed to state administrators, boards of education members or other nonprofessionals in the influence ratings of respondents in the survey.

Table 44 shows the rankings of selection units made by the ten states. In the category "Rated #1," individual teachers received the highest percentage in all states in the survey except two, Indiana and North Carolina. These two states which have relatively centralized selection patterns ranked school or department selection committees and state-level selection committee highest, respectively. In Connecticut, Wisconsin, and Ohio, school or department selection committees received the second highest percentage. In California the district selection committee was second, in Georgia the state board of education and the state selection committee were second, and in Florida the state selection committee was second. Respondents in both Montana and Texas placed several units in second place, and Indiana's department chairmen and North Carolina's individual teachers received the second highest percentage in the category "Rated #1."

In the category "Rated #2," respondents ranked department chairmen most influential in the states of Connecticut, Wisconsin, and California. Montana and Georgia respondents mentioned school principals most frequently. Texas respondents rated school principals and district curriculum/materials specialists as first, and Florida respondents rated school principals and school/department selection committees as first.

Table 44

Influence Rankings of Educational Roles in Materials Selection, by State

Part 1, Rated #1

	State Administrator	County Commissioner or Superintendent	City or Town Superintendent	District Superintendent	School Principal	State Selection Committee	County Selection Committee	City or Town Selection Committee	District Selection Committee	School/Department Selection Committee	State Board of Education Members or Nonprofessionals	County Board of Education Members or Nonprofessionals	City or Town Bd. of Education Members or Nonprofessionals	State Curriculum/ Materials Specialists	District Curriculum/ Materials Specialists	School Curriculum/ Materials Specialists	Department Chairman	Individual Teacher
Connecticut	—	—	7.1	4.8	7.1	—	—	9.5	—	19.1	—	—	4.8	—	4.8	9.5	14.3	26.2
Wisconsin	2.8	—	2.8	5.6	8.3	—	—	—	—	13.9	—	—	—	—	5.6	11.1	—	47.2
California	—	3.4	—	6.9	3.4	10.3	1.7	—	12.1	3.4	6.9	—	—	—	6.9	1.7	8.6	31.0
Montana	—	2.0	—	8.0	6.0	—	2.0	—	8.0	8.0	—	—	—	—	8.0	2.0	2.0	32.0
Ohio	—	—	—	11.4	5.7	—	8.6	5.7	13.3	31.4	—	—	2.9	—	11.4	8.6	8.6	34.3
Georgia	—	3.3	3.3	3.3	—	13.3	3.3	—	3.3	6.7	13.3	3.3	—	—	3.3	10.0	3.3	20.0
Texas	2.8	—	2.8	13.9	13.9	5.6	—	2.8	8.3	5.6	—	—	—	—	13.9	—	—	19.4
Florida	6.1	8.2	—	—	14.3	20.4	4.1	—	—	14.3	6.1	2.0	—	—	—	8.2	14.3	32.7
Indiana	6.7	3.3	10.0	20.0	36.7	23.3	3.3	16.7	10.0	100.0	6.7	—	3.3	—	20.0	40.0	46.7	40.0
North Carolina	5.7	—	5.7	2.9	8.6	42.9	2.9	—	2.9	9.7	5.7	—	—	2.9	2.9	11.4	2.9	14.3

Table 44 continued

Part 2, Rated #2

	State Administrator	County Commissioner or Superintendent	City or Town Superintendent	District Superintendent	School Principal	State Selection Committee	County Selection Committee	City or Town Selection Committee	District Selection Committee	School/Department Selection Committee	State Board of Education Members or Nonprofessionals	County Board of Education Members or Nonprofessionals	City or Town Bd. of Education Members or Nonprofessionals	State Curriculum/ Materials Specialists	District Curriculum/ Materials Specialists	School Curriculum/ Materials Specialists	Department Chairman	Individual Teacher
Connecticut	—	—	7.1	—	21.4	—	—	—	—	21.4	—	—	7.1	—	2.4	9.5	23.8	16.7
Wisconsin	—	—	5.6	—	8.3	—	—	—	5.6	22.2	—	—	2.8	2.8	5.6	11.1	27.8	16.7
California	3.4	1.7	—	1.7	6.9	3.4	3.4	—	8.6	10.3	5.2	—	1.7	—	12.1	1.7	22.4	13.8
Montana	—	—	—	4.0	24.0	—	2.0	—	10.0	22.0	—	—	—	—	12.0	4.0	8.0	12.0
Ohio	—	—	—	2.9	20.0	—	2.9	2.9	5.7	31.4	—	—	—	—	2.9	14.3	17.1	22.9
Georgia	3.3	6.7	—	—	16.7	6.7	—	6.7	6.7	3.3	—	—	—	—	6.7	10.0	3.3	6.7
Texas	—	—	2.8	8.3	13.9	2.8	—	2.8	8.3	11.1	2.8	—	—	—	13.9	5.6	8.3	5.6
Florida	8.2	8.2	—	2.0	22.4	4.1	8.2	—	—	22.4	6.1	4.1	—	2.0	—	10.2	10.2	8.2
Indiana	10.0	3.3	16.7	6.7	30.0	16.7	3.3	6.7	16.7	40.0	10.0	—	3.3	—	13.3	16.7	13.3	30.0
North Carolina	—	8.6	8.6	—	11.4	5.7	22.9	14.3	2.9	11.5	11.4	—	—	—	2.9	5.7	5.7	14.3

Table 44 continued

Part 3, Rated #3

	State Administrator	County Commissioner or Superintendent	City or Town Superintendent	District Superintendent	School Principal	State Selection Committee	County Selection Committee	City or Town Selection Committee	District Selection Committee	School/Department Selection Committee	State Board of Education Members of Nonprofessionals	County Board of Education Members or Nonprofessionals	City or Town Bd. of Education Members or Nonprofessionals	State Curriculum/ Materials Specialists	District Curriculum/ Materials Specialists	School Curriculum/ Materials Specialists	Department Chairman	Individual Teacher
Connecticut	—	—	2.4	2.4	14.3	—	—	2.4	—	14.3	—	—	2.4	—	—	19.0	16.7	19.0
Wisconsin	—	—	8.3	2.8	25.0	—	—	—	5.6	8.4	—	—	—	2.8	2.8	5.6	22.2	13.9
California	1.7	1.7	1.7	8.6	19.0	3.4	—	—	6.9	10.3	—	—	—	1.7	6.9	13.8	6.9	10.3
Montana	2.0	2.0	—	14.0	22.0	—	—	—	4.0	12.0	—	—	6.0	—	14.0	—	18.0	12.0
Ohio	—	—	—	2.9	31.4	—	—	2.9	—	11.4	2.9	—	—	—	2.9	11.4	8.6	14.3
Georgia	6.7	—	3.3	—	10.0	3.3	—	—	—	16.7	3.3	3.3	—	—	3.3	10.0	10.0	6.7
Texas	2.8	—	—	2.8	16.7	2.8	—	2.8	2.8	13.9	—	—	2.8	—	2.8	5.6	5.6	19.4
Florida	4.1	6.1	4.1	4.1	12.2	10.2	4.1	—	—	8.1	10.2	6.1	2.0	2.0	4.1	8.2	14.3	18.4
Indiana	23.3	3.3	13.3	6.7	10.0	20.0	—	3.3	—	3.3	6.7	10.0	13.3	20.0	—	—	6.7	13.3
North Carolina	8.6	2.9	5.7	—	20.0	5.7	8.6	2.9	2.9	28.6	8.6	2.9	2.9	2.9	2.9	25.7	2.9	8.6

Ohio and Indiana listed school/department selection committees as first, and North Carolina respondents gave most mentions to county selection committees.

In the category "Rated #3," school principals ranked highest in Wisconsin, California, Montana, and Ohio. In Texas and Florida teachers ranked highest and in Connecticut individual teachers and school curriculum/materials specialists were highest in this category. Georgia's and North Carolina's school/department selection committee received the most mentions in this category, and in Indiana state administrators received the highest percentage. Indiana, North Carolina, Georgia, and Florida appear to deviate most from the total sample pattern presented in Table 43.

When responses to the survey instruments were analyzed, the total sample results were "broken down" not only according to state but also according to the respondent's educational role and geopolitical level (Tables 41 and 43). Eighteen roles were defined along these dimensions. In Table 45 the roles of respondents have been collapsed into six general categories. According to this grouping, the classification "local administrator" includes not only superintendents at the county and district levels but also school principals. Similarly, department chairmen are subsumed under the category labeled "teachers."

Table 45 shows the ratings of these categories of respondents reflecting the relative influence of various individuals and groups in materials selection. Teachers, unlike other groups,

Table 45

Influence Rankings of Educational Roles in Materials Selection, by Position of Respondents

Position of Respondent	Rated #1						Rated #2						Rated #3					
	State Admin.	Local Admin.	Selec. Comm.	Bd. of Ed. or Nonpro-fess.	Curric. Mat'ls. Spec'l.	Teacher	State Admin.	Local Admin.	Selec. Comm.	Bd. of Ed. or Nonpro-fess.	Curric. Mat'ls. Spec'l.	Teacher	State Admin.	Local Admin.	Selec. Comm.	Bd. of Ed. or Nonpro-fess.	Curric. Mat'ls. Spec'l.	Teacher
State Administrator	11.1	33.3	55.6	11.1	22.2	22.2	5.6	22.2	33.3	11.1	33.3	27.8	—	22.2	22.2	22.2	11.1	11.1
Local Administrator	3.1	21.1	28.1	5.5	14.8	51.6	2.3	26.6	18.0	7.0	14.8	41.4	4.7	25.0	17.2	14.8	18.8	27.3
Selection Committee Member	9.1	27.3	27.3	27.3	18.2	45.5	9.1	--	27.3	18.2	18.2	27.3	18.2	27.3	18.2	27.3	27.3	18.2
Board of Education Member or Nonprofessional	2.6	28.2	20.5	12.8	15.4	25.6	5.1	38.5	17.9	10.3	10.3	15.4	7.7	28.2	15.4	15.4	17.9	25.6
Curriculum/ Materials Specialist	1.1	13.3	38.9	7.8	14.4	27.8	1.1	16.7	33.3	11.1	17.8	36.7	6.7	16.7	16.7	10.0	21.1	33.3
Teacher	0.9	22.3	15.2	5.4	16.1	49.1	1.8	22.3	17.9	3.6	15.2	43.8	0.9	38.4	12.5	7.1	16.1	26.8

tended to rate themselves first. State administrators, local administrators, board of education members, and curriculum/ materials specialists perceived themselves as having relatively little influence. Members of selection committees attributed only a moderate degree of influence in materials selection to the units of which they were members. Local administrators and selection committee members viewed teachers as most influential, whereas state administrators and curriculum/materialists ranked selection committees first. Board of education members, on the other hand, cited local administrators as most influential.

In addition to the classification of the total sample according to state and role, several other dimensions were considered relevant to materials selection patterns. These dimensions, which are labeled as selected sample characteristics in the tables in which they appear, include: state textbook selection procedure (adoption, nonadoption, or partial adoption), location of type of unit with which respondents are identified, school system enrollment, position of respondent, the length of time he had held his present position, respondents' age, and respondents' sex.

Table 46 presents the influence rankings by three of the selected sample characteristics. Although respondents from three categories of state selection procedure cited teachers as most influential in the "Rated #1" category, it may be noted that, in adoption states, selection committees were given the second highest percentage and that the difference between the first

Table 46

Influence Rankings of Educational Roles in Materials Selection, by Selected Sample Characteristics

	Rated #1						Rated #2						Rated #3					
	State Admin.	Local Admin.	Selec. Comm.	Bd. of Ed. or Nonprofess.	Curric. Mat'ls. Spec'l.	Teacher	State Admin.	Local Admin.	Selec. Comm.	Bd. of Ed. or Nonprofess.	Curric. Mat'ls. Spec'l.	Teacher	State Admin.	Local Admin.	Selec. Comm.	Bd. of Ed. or Nonprofess.	Curric. Mat'ls. Spec'l.	Teacher
State Textbook Selection Procedure																		
Adoption	4.4	23.9	34.4	10.0	18.3	36.7	4.4	29.4	30.0	12.2	16.7	24.4	8.3	22.8	21.7	21.7	17.2	25.6
Nonadoption	0.6	21.5	19.6	2.5	14.7	47.2	—	23.3	13.5	2.9	16.0	50.3	.6	31.9	9.2	4.3	15.3	34.4
Partial	—	6.9	24.1	12.1	8.6	41.4	3.4	10.3	17.2	8.6	13.8	41.4	1.7	29.3	13.8	5.2	24.1	17.2
School System Enrollment																		
Very Large^a	1.5	17.9	35.8	7.5	22.4	32.8	3.0	19.4	26.9	9.0	19.4	28.4	4.5	16.4	26.9	11.9	19.4	25.4
Large^b	1.8	11.4	32.5	9.6	16.7	36.0	1.8	23.7	25.4	9.6	14.0	35.1	4.4	20.2	21.9	12.3	22.8	23.7
Medium^c	2.1	27.9	17.9	3.7	13.2	50.0	1.1	21.4	16.8	4.7	13.7	44.2	3.2	37.9	7.9	10.0	13.7	32.6
Respondents' Identifying Unit																		
Urban	1.9	12.1	32.7	45.8	15.9	36.4	1.9	14.0	20.6	9.3	16.8	38.3	3.7	17.8	22.4	9.3	20.6	22.4
Suburb	--	18.2	18.2	32.7	20.0	54.5	--	23.6	10.9	3.6	12.7	58.2	--	29.1	16.4	3.6	18.2	27.3
Small Town/ Rural	2.4	27.6	14.6	40.7	6.5	53.7	0.8	31.7	18.7	5.7	11.4	39.0	3.3	39.8	5.7	11.4	11.4	32.5

a-Over 100,000 b-10,000-100,000 c-500-10,000 Only one system below 500.

and second place units is not great. The same patterns of ratings hold true for partial adoption states, but the percentages are slightly more disparate. Nonadoption states gave local administrators the second highest percentage for "Rated #1."

For the Rated #2" category, partial and nonadoption states listed teachers first, and adoption states listed local administrators and selection committees first.

When the sample is grouped by size, those from very large school systems (enrollments of 100,000 or more) tended to see selection committees as most influential in the "Rated #1" category, whereas respondents from large systems (enrollments of 10,000 to 100,000) and medium systems (enrollments of 500 to 10,000) listed teachers in first place. The very large and large systems showed similar overall rating patterns. Another pattern characterizes the medium-sized systems. Respondents from this group rated local administrators second highest in the "Rated #1" category.

Respondents from urban school systems saw boards of education members or nonprofessionals as most influential in the "Rated #1" category, and suburbs and small town/rural areas listed teachers in this category. This deviation from the total sample and from all other breakdowns may indicate that the dimension of "type of unit" has implications for materials selection patterns. In the "Rated #2" category, although respondents from all three kinds of units cited teachers first, urban systems deviated by giving the second highest ranking to selection committees.

The influence rankings of individuals and groups which have been described thus far pertain to educational materials in general. Respondents were also asked to rate individuals and groups according to their relative influence in the selection of specific types of materials. The most striking finding from these responses was that, with the exception of the textbook--nonbook dichotomy, respondents in the sample perceived little difference in patterns of influence for various types of materials.

In the case of textbooks, 47.1 percent of the total sample saw no difference in the patterns of influence for individuals and groups from that which they had indicated for materials in general; 33.2 percent saw some difference and indicated that state-level units had a greater influence in the selection of textbooks. Respondents from California, Georgia, and Texas perceived slight differences in patterns of influence for the selection of textbooks from those which they had indicated for materials in general. About one-fourth of these respondents felt that state-level units of the education system had more influence in the selection of textbooks. In Florida, North Carolina, and Indiana the majority of the respondents believed that state-level selections (listings, or adoptions) or higher levels of the educational systems had more influence in textbook selections. The Ohio results are more difficult to interpret since many respondents did not answer this question. Of those who did, over one-fourth saw no difference, and nearly one-fourth felt that higher levels of the education system had more influence. Wisconsin, Montana, and Connecticut respondents were in general agreement that the pattern of "influence ratings" which they had described for materials in general was applicable to textbooks.

For AV equipment and materials, library materials, supplementary printed materials, manipulative devices and educational toys, and multi-media units and instructional systems (nontextbook material), well over one-half of the total sample perceived no difference in influence ratings from the ratings of materials in general. Deviations from this pattern included the following: (1) the second most frequently mentioned response for AV equipment, listed by over 25 percent, was that local administrators (principals and superintendents) and materials specialists had more influence in selection; and (2) in general, the second most frequent response for AV materials, library materials, supplementary printed materials, and manipulative devices and educational toys was that teachers and "lower levels of the system" had a greater degree of influence in the selection of these types of materials.

Analysis of responses from specific states showed that a substantial majority of respondents in six states, Texas, Wisconsin, Georgia, California, Connecticut, and North Carolina, perceived no difference in influence ratings for different types of products in the nonbook categories. Montana differed from this pattern with respect to the selection of library books.

Although the majority of respondents in Montana indicated no difference in influence rankings, one-fifth of the sample in that state felt that curriculum and materials specialists had more influence in the selection of library books.

For the selection of AV equipment, Ohio's respondents were equally divided between those who saw "no difference" in influence ratings and those who stated that local administrators had more influence. Respondents in Indiana and Florida were divided in their views on influence ratings for the selection of AV equipment. Approximately one-half of the respondents in these two states felt that there was no difference from their ratings for materials in general, and one-half felt that lower levels of the system had more influence. This response pattern held true for all the other products ranked by the Florida sample. The Indiana sample revealed the same pattern with regard to AV materials. In the selection of library books, and manipulative devices and educational toys, Indiana respondents were equally divided between those who expressed "no difference" and those who believed that teachers had more influence.

Involvement of the Respondents in the Materials Selection Process

Several questions in the interview guide allowed us to compare the respondents' views of their own roles in the selection process with their views of the roles of other persons and groups involved in materials selection.

Table 47 gives a summary of the principal ways in which respondents are involved in the selection process. In the total sample two types of involvement, "as members of a committee selecting material" and "as specialists/administrators making official recommendations," ranked equally, with 26.4 percent in each category. In the remainder of the total sample, 19.5 percent said that they participated "as members of a committee to recommend materials," and 11.7 percent indicated that they were not involved in the selection of materials or were involved only for insignificant items. Other responses which do not appear in Table 47 indicate that 14 percent were "involved in budget decisions affecting selection," 7.7 percent participated as "individuals making unofficial recommendations," and 6.7 percent were "involved as individuals selecting for the school or for system-wide use."

Table 47 also presents respondents' perceptions of their involvement in materials selection in the ten-state sample. The two types of involvement in the selection process mentioned most and with equal frequency by the total sample were: (1) membership on a committee to select materials and (2) official recommendations as a specialist/administrator. This pattern also held true in two states, California and Ohio. Respondents in Connecticut, Montana, Georgia, and North Carolina cited involvement in the form of "official recommendations as specialists or administrators" more frequently than any other type. In contrast, the respondents from Texas, Florida, Indiana, and Wisconsin

Table 47

Type of Involvement in Selection Process, for Total Sample and by State

	Member of Committee to Select Materials	Member of Committee to Recommend Materials	Official Recommendation as Specialist or Admin.	Not Involved or for Insignificant Items
Total Sample	26.4	19.5	26.4	11.7
Connecticut	16.7	9.5	23.8	23.8
Wisconsin	27.8	8.3	22.2	5.6
California	46.6	41.4	46.6	13.7
Montana	18.0	2.0	26.0	6.0
Ohio	17.1	11.4	17.1	5.7
Georgia	3.3	16.7	20.0	13.4
Texas	50.0	33.3	13.9	8.4
Florida	28.6	28.6	8.2	20.4
Indiana	36.7	23.3	10.0	10.0
North Carolina	8.6	11.4	34.3	11.5

perceived themselves as involved as "members of committees to select materials." Connecticut had the greatest percentage of respondents indicating "no involvement" or "involvement for insignificant items only."

Examining the pattern of responses from adoption states, we find that approximately one-half of the respondents in both California and Texas (in contrast to roughly one-quarter of the total sample) indicated that participation through membership on a selection committee was the most common mode of involvement in the selection process for them. The second lowest percentage of the respondents (8.6 percent) who cited this manner of participation was in North Carolina, and the lowest percentage (3.3 percent) was in Georgia.

Respondents were also asked to describe their involvement in the selection process for specific types of materials. The two most frequently mentioned ways of participation in the selection of textbooks by the total sample were (1) as a member of a committee to select materials and (2) making an official recommendation as a specialist or administrator (Table 48).

The pattern of responses for the states of Connecticut, California, and Ohio is similar to that of the total sample. Wisconsin respondents also mentioned membership on a selection committee as a mode of participation most frequently, but their second most frequently mentioned type of involvement was as individuals making selections for classroom use. Respondents in Texas and Florida also mention selection committee membership

Table 48

Respondent's View of His Involvement in Selection Process for Different Types of Materials, for Total Sample and by State

	Textbooks	AV Equipment	AV Materials	Library Materials	Supplementary Printed Materials	Manipulative Devices and Educational Toys	Multi-Media Units and Instructional Systems
Total Sample	2* 6	6 2	6 2	6 2	6 2	6 2	6 1
Connecticut	6 2	6 3	6 3	6 3	6 3	6 3	6 3
Wisconsin	2 4	1 4 & 6	4 6	4 6	4 6	4 1	1 4
California	2 6	6 2	6 2 & 3	6 2 & 3	6 2	6 2	6 2
Montana	5 2 & 6	6 5	6 5	6 5	6 5	6 5	6 5
Ohio	2 6	6 1	1 6	1 6	1 6	1 6	1 6
Georgia	6 1	1 & 6 7	6 1 & 7	6 1	6 1	6 & 1 7	1 6
Texas	2 3	2 4	2 3 & 6	2 1 & 3	2 3	2 1	2 1
Florida	2 3	2 6	2 6	2 6	2 6	2 6	2 1
Indiana	6 2	6 2	6 2	6 2	6 2 & 3	6 2 & 3	6 1
North Carolina	6 1	6 1	6 1	6 1	6 7	6 7	6 7

* The top number represents the answer given by the greatest percentage of respondents, and the bottom number represents the answer given by the second greatest percentage of respondents.

Key:
1. Not involved in selection process for this type of material.
2. Member of committee to select materials.
3. Member of committee to recommend materials.
4. Makes actual selection as individual for individual or classroom use.
5. Makes selection for school or system.
6. Makes official recommendation as specialist or administrator.
7. Makes unofficial recommendation.

most frequently, but membership in committees to recommend materials was listed second. The states deviating most from the total sample's response pattern were Montana, Georgia, Indiana, and North Carolina. In Montana the most common type of involvement was as an individual making an independent selection, and in Georgia, Indiana, and North Carolina the type of involvement of "making official recommendations as specialists or administrators" occurred most frequently. It should be noted that the mode of participation which was ranked first for each state does not necessarily mean that a majority of that state's sample referred to it, but that it received the greatest percentage of responses from the respondents in that state. In some cases the highest ranking type of participation received only 10-15 percent of the responses from the total state sample.

With regard to other products, if we examine the data in Table 48 horizontally, it is clear that the total sample was fairly consistent in its views across all materials. A deviation from this pattern is Wisconsin in which involvement for products other than textbooks was viewed primarily as taking the form of individual selection. Texas also differs from the general pattern in listing membership on committees to select materials as the most common form of involvement for all products. This pattern was true of Florida as well. In Ohio and, to a certain extent in Wisconsin and Georgia, there seemed to be less involvement on the part of the sample in the selection of several kinds of products. In general, it appears that the most common type of involvement in the materials selection process for all products other than textbooks was that of making official recommendations as specialists or administrators.

The respondents' listings of the ways in which they are involved in selection were grouped according to "much" or "little" involvement. Answers such as "member of committee to *select* materials," or "makes official recommendation as specialist or administrator" were coded as indicating "much" involvement; answers such as "member of committee to *recommend* materials," or "makes unofficial recommendation" were coded as indicating "less" involvement. These two categories reflecting different levels of involvement were grouped according to state and according to selected sample characteristics.

Respondents in Connecticut, California, Georgia, and North Carolina were almost equally divided in their perceptions of the degree of involvement they had in the selection process. Approximately one-half of the respondents in each of these states believed they were greatly involved. In Wisconsin, Montana, Texas, and Indiana, a larger percentage of respondents thought they were significantly involved; in Ohio and Florida a larger percentage perceived themselves to be less involved.

Respondents in medium-sized school systems saw themselves as more highly involved in the selection process than respondents from large or very large systems. In the medium-sized systems, approximately 12 percent more of the sample than in large or very large school systems gave answers reflecting "much" rather than "little" involvement. In the other two categories, the difference in percentages between "much" and "little" involvement was less than 8 percent.

The six categories of respondents, defined according to role in the educational enterprise, had varying views of the degree of their involvement in the selection process. When ranked according to perceived degree of involvement from most to least, the order is: (1) curriculum/material specialists, (2) teachers, (3) local administrators, (4) selection committee members, (5) state administrators, and (6) board of education members or nonprofessionals.

These data also showed that respondents who had been in their positions from three to ten years were more involved in materials selection than those who had been in their positions either less than three years or over ten years. In the 3-10 year category, 15 percent more respondents than in the other two categories indicated a high degree of involvement. Respondents with shorter and longer tenure were about evenly divided in their responses.

Respondents under 31 years and between 31-50 years of age reported more involvement in selection than those over 50 years old. Approximately 15 percent more of the respondents under 31 years than respondents in the other two age categories indicated "much" involvement. On the other hand, 6 percent more of the respondents in the over 50 years old category than in the "under 31" or "between 31-50" year categories gave answers reflecting "little" involvement.

No important differences were found in levels of involvement along the dimensions of respondent's sex, type of identifying unit (urban, suburban, small town or rural), or state textbook selection procedures.

A second way of examining the role of respondents in materials selection was to elicit their opinions of how *important* they felt their views were in final selection decisions, whether or not they perceived themselves to be *very much* or *very slightly* involved in the process.

Table 49 presents the responses of the total sample grouped according to states. Nearly one-half of the total sample felt their opinions were "very important" in final selection decisions. This pattern holds for Connecticut, Florida, and North Carolina and, to a lesser extent for Texas and Indiana. Wisconsin, California, and Montana respondents felt "very important" in greater proportion than respondents in other states. Ohio and Georgia respondents appeared to feel their views were less important in selection decisions.

Table 50 shows respondents' views of their importance in selection grouped according to selected sample characteristics. It appears that school personnel in smaller school systems in our sample felt more important than personnel from larger school systems. Classified by types of educational role, selection committee members perceived themselves to be most important. Teachers ranked second in believing that their views were important in materials selection, and board of education members

Table 49

Respondent's View of His Importance in Selection Process, for Total Sample and by State

	Very Important	Somewhat Important	Not at all Important
Total Sample	49.4	42.2	6.0
Connecticut	47.6	40.5	7.1
Wisconsin	63.9	27.8	2.8
California	60.3	29.3	10.3
Montana	60.0	34.0	4.0
Ohio	34.3	54.3	8.6
Georgia	30.0	63.3	6.7
Texas	41.7	55.5	--
Florida	53.1	36.7	6.1
Indiana	40.0	53.3	3.3
North Carolina	45.7	45.7	8.6

TABLE 50

Respondent's View of His Importance in Selection Process, by Selected Sample Characteristics

	State Textbook Selection Procedure			Location Type of Respondents' Identifying Unit			School System Enrollment			Position of Respondent						Time in Present Position			Age of Respondent			Sex of Respondent	
	Adoption	Nonadoption	Partial	Urban	Suburb	Small town/ Rural	Very Large	Large	Medium	State Administrator	Local Administrator	Selection Committee Member	Bd. of Ed. Member or Nonprofessional	Curriculum/ Materials Specialist	Teacher	Less Than 3 years	3-10 Years	More than 10 years	Less than 31	31-50	Over 50	Male	Female
Very Important	43.3	52.1	60.3	46.7	50.9	51.2	37.3	50.9	53.2	33.3	50.8	72.7	15.4	44.4	64.3	43.9	52.3	49.5	69.2	53.0	29.2	45.3	58.3
Somewhat Important	35.6	28.8	20.7	29.0	29.1	32.5	31.3	33.3	29.5	27.8	32.8	18.2	17.9	37.8	27.7	32.9	30.8	29.5	23.1	29.9	37.1	32.5	26.0
Only a Little Important	13.9	9.8	8.6	15.0	9.1	8.9	16.4	9.6	10.0	11.1	11.7	9.1	35.9	10.0	5.4	15.9	9.3	9.5	5.1	10.4	18.0	12.8	8.7
Not at All Important	5.0	5.5	10.3	5.6	7.3	6.5	9.0	4.4	5.3	27.8	2.3	—	23.1	4.4	1.8	6.1	4.7	9.5	2.6	3.4	15.7	6.6	4.7

and state administrators perceived themselves as least important in final decisions on materials. It may be noted that the tendency of state administrators and board of education members in the sample to view themselves as less important corresponds to the low influence rankings they received from others.

Respondents from the partial adoption state felt more important in the selection process than did respondents from states with either nonadoption or adoption policies. In the latter case, adoption state respondents appeared to feel the least important of all in materials selection. Data classified according to type of location seem to indicate very little differentiation as far as importance in selection is concerned. However, it does seem that school personnel from suburban and small town and rural communities felt slightly more important than personnel of large urban school systems. It also seems that the younger respondents felt they were important to a greater extent than older respondents.

When the question of importance in selection decisions was applied to specific products rather than to materials in general, very few differences in response patterns appeared. More than 60 percent of the total sample indicated no difference between the perceptions they held of their importance for materials in general (Table 50) and specific materials such as textbooks, AV equipment, AV materials, library materials, supplementary printed materials, manipulative devices and educational toys, and multi-media units and instructional systems. Deviations from this consensus were indicated by fewer than 10 percent of the total sample for each type of product.

Table 51 provides a breakdown of the respondents' views of their importance in the selection of two types of products, textbooks and AV equipment. These were the two products for which the largest numbers of respondents indicated there was some difference in the degree of their importance.

The responses to the survey also provide a comparison of the views of importance with the level of involvement. Breakdowns along these dimensions are presented in Table 52. A relationship between the two dimensions seems to be fairly well substantiated. Those respondents who are more involved in selection processes felt that their views were more important in selection decisions. Conversely, those with little involvement tended to feel less important. There seems to be little difference between the percentages of those who are "much" involved and feel somewhat important and those who are "little" involved and feel somewhat important. However, as might be expected, while very few highly involved people felt that their views were not important, 12.4 percent of those who were slightly involved felt that their views are very important in selection decisions.

Characteristics of the Selection Process

In order to obtain an accurate and complete picture of the characteristics of the materials selection process, respondents were asked to describe the process within their units.

TABLE 51

Respondent's View of His Importance in Selection Process for Textbooks and Audiovisual Equipment, for Total Sample and by State

	Textbooks			Audiovisual Equipment		
	No Difference	More Important	Less Important	No Difference	More Important	Less Important
Total Sample	62.1	7.5	9.0	60.3	5.5	8.5
Connecticut	59.5	7.1	--	57.1	--	2.4
Wisconsin	58.3	11.1	16.7	55.6	11.1	16.7
California	91.4	--	5.2	86.2	--	3.4
Montana	54.0	14.0	14.0	56.0	2.0	22.0
Ohio	57.4	5.7	11.4	51.4	17.1	5.7
Georgia	63.3	6.7	20.0	63.3	13.3	6.7
Texas	52.8	2.8	13.9	61.1	8.3	8.3
Florida	46.9	18.4	4.1	46.9	--	2.0
Indiana	50.0	6.7	10.0	50.0	6.7	6.7
North Carolina	8.2	--	--	65.7	5.7	11.4

Table 52

Comparison of Respondent's View of His Involvement and Importance in Selection Process

View of Importance in Selection of Materials	Respondent's Degree of Involvement in the Selection Process	
	Much	Little
Very Important	62.2	12.4
Somewhat Important	32.9	31.5
Not at all Important	5.7	56.5

Their responses reflect a wide range and include such aspects of the decision process as the ways in which products are introduced, the number, kinds, and levels of units involved in making decisions, and the steps or stages in the process.

Table 53 shows the respondents' views of the kinds of units which they believe are significant in the selection process. The most frequently occurring response for the total sample is that materials are selected as the result of a choice made by a group composed of teachers and administrators. This pattern follows for all of the states with the exception of Wisconsin and California.

In Wisconsin the most frequently occurring response was "individual choice by teachers," with "group choice by teachers" as the second highest. In California "group choice by teachers" received the highest percentage, with "group choice by teachers and administrators" as second. In California, Georgia, and North Carolina the units receiving the second highest ratings are quite close to units rated highest in those states, and, in addition, both units represent a significant proportion of the total sample in those states. In Georgia the response receiving the second highest percentage was "individual choice by curriculum specialists," and in North Carolina "group choice by administrators" received the second highest percentage. The limited importance attributed to board of education members and nonprofessionals in materials selection is also substantiated by these data.

Table 53

Characteristics of the Selection Process: Unit of Choice, for Total Sample and by State

	Total Sample	Connecticut	Wisconsin	California	Montana	Ohio	Georgia	Texas	Florida	Indiana	North Carolina
Group Choice: Teachers	19.2	19.0	25.0	44.8	24.0	14.3	10.0	11.1	6.1	16.7	5.7
Group Choice: Administrators	9.2	--	2.8	13.8	10.0	5.7	3.3	8.3	6.1	13.3	28.6
Group Choice: Teachers and Administrators	37.7	23.8	22.2	31.0	44.0	45.7	36.7	36.1	55.1	46.7	34.3
Individual Choice: Teacher	9.7	7.1	30.6	--	16.0	2.9	13.3	16.7	--	13.3	5.7
Individual Choice: Administrator	5.7	4.8	--	--	4.0	14.3	10.0	11.1	--	3.3	17.1
Individual Choice: Curriculum Specialist	6.5	19.0	5.6	1.7	2.0	2.9	26.7	--	4.1	--	8.6
Individual Choice: Materials Specialist	1.5	--	--	1.7	2.0	2.9	6.7	2.8	--	--	--
Board of Education Member or Nonprofessional	3.2	--	8.3	--	2.0	--	6.7	5.6	2.0	6.7	5.7

From the data in Table 54, it appears that relatively few respondents in the total sample were exposed to demonstrations or previews, samples of materials, or comparative studies of products prior to the selection decision. Exceptions to this, however, occurred in Wisconsin and Georgia. In Connecticut, nearly one-fifth of the sample mentioned demonstrations or previews and an equal percentage indicated the availability of samples. In Wisconsin, nearly one-quarter of the respondents said that they had samples of materials for review before and during the selection process. In Georgia 30 percent of the respondents, compared to 11.7 percent in the total sample, indicated that they received demonstrations or previews of products prior to selection.

In the total sample 40.4 percent described the selection process as involving three or more distinct steps, whereas 16 percent described it as a two-step process. Respondents in Connecticut, California, Montana, Texas, Florida, Indiana and, to a lesser degree, in Ohio tended to describe the selection process in their states as composed of three or more steps. Wisconsin, Georgia, and North Carolina respondents tended to describe materials selection as a two-step process. Fifteen percent of the total sample described selection as a multi-level process, i.e., one which includes units from two or more geopolitical levels. Over 40 percent of respondents in Ohio and North Carolina described the selection process of their units as multi-level. Although 16.2 percent of the total

Table 54

Characteristics of the Selection Process: Stages and Steps, for Total Sample and by State

	Total Sample	Connecticut	Wisconsin	California	Montana	Ohio	Georgia	Texas	Florida	Indiana	North Carolina
Demonstration or Preview	11.7	19.0	13.9	1.7	10.0	2.9	30.0	8.3	12.2	6.7	20.0
Sample Available	8.0	19.0	22.2	6.9	2.0	2.9	6.7	5.6	6.1	--	8.6
Comparative Studies of Products	9.7	14.3	13.9	6.9	4.0	2.9	10.0	13.9	16.3	13.3	2.9
Two Steps	16.7	16.7	25.0	17.2	10.0	5.7	40.0	8.3	16.3	3.3	28.6
Three or More Steps	40.4	50.0	16.7	58.6	80.0	17.1	3.3	27.8	40.8	66.7	11.4
Expert Consultant Used	5.2	4.8	8.3	--	6.0	--	26.7	2.8	6.1	--	2.9
Multi-unit	16.2	35.7	2.8	--	--	2.9	26.7	11.1	38.8	--	48.6
Multi-level	15.7	14.3	8.3	1.7	2.0	40.0	6.7	13.9	22.4	16.7	42.9
Not Described	15.0	16.7	5.6	1.7	--	42.9	3.3	25.0	16.3	13.3	28.6

sample described materials selection as being multi-unit (i.e., two or more units involved at any level), Connecticut, Georgia, Florida, and North Carolina showed percentages considerably greater than the rest of the states on this dimension of selection.

Few respondents mentioned the manner in which they were introduced to products. The major exception was Georgia. Over 25 percent of the respondents in this state listed presentations by salesmen or consultants as the method of introduction.

Table 55 shows the unit of choice in the selection process by selected sample characteristics. On the whole there appears to be little difference in the way in which respondents from adoption and nonadoption states describe selection process characteristics. The partial adoption state is an exception in several categories. Fifty-eight percent of the respondents in California described selection as a multi-stage process with three or more steps. Another difference, which might well be expected, is that a greater percentage of respondents in "adoption" states describe selection in terms of a multi-level process.

Some differences in views of the selection process seem to exist among respondents from the urban, suburban, small town/rural areas. Respondents from urban communities and small towns and rural communities, more frequently than those from suburbs, described the selection process as having three or more steps. Responses from the three types of units are consistent in

Table 55

Unit of Choice in the Selection Process by Selected Sample Characteristics

	State Textbook Selection Procedure			Location Type of Respondents' Identifying Unit			School System Enrollment			Position of Respondent						Time in Present Position		
	Adoption	Nonadoption	Partial	Urban	Suburb	Small town/ Rural	Very Large	Large	Medium	State Administrator	Local Administrator	Selection Committee Member	Bd. of Ed. Member or Nonprofessional	Curriculum/ Materials Specialist	Teacher	Less than 3 years	3-10 years	More than 10 years
Group Choice: Teachers & Administrators	42.8	34.4	31.0	37.4	30.9	39.8	43.3	32.5	38.9	38.9	51.6	36.4	23.1	30.0	33.0	34.1	39.7	36.8
Individual Choice: Teacher	8.9	14.1	--	3.7	10.9	15.4	1.5	7.0	14.7	—	6.3	9.1	5.1	5.6	18.8	9.8	10.7	8.4
Individual Choice: Administrator	7.8	5.5	--	3.7	12.7	4.1	1.5	9.6	5.8	5.6	9.4	—	—	6.7	5.4	9.8	4.7	4.2
Individual Choice: Curriculum Specialist	7.2	7.4	1.7	10.3	12.7	3.3	11.9	6.1	5.8	5.6	7.0	--	2.6	10.0	2.7	6.1	7.0	6.3
Individual Choice: Materials Specialist	5.0	2.5	--	1.9	3.6	3.3	1.5	2.6	4.2	5.6	0.8	9.1	2.6	5.6	5.4	4.9	3.3	1.1
Multi-stage Process: 2 steps	18.9	14.1	17.2	12.1	16.4	22.8	17.9	12.3	19.5	11.1	16.4	27.3	7.7	20.0	18.8	12.2	18.7	15.8
Multi-stage Process: 3 or more steps	30.6	44.8	58.6	46.7	25.5	41.5	31.3	47.4	41.6	27.8	51.6	36.4	33.3	33.3	37.5	32.9	43.9	41.1
Multi-level Process: School, District, and City	21.1	14.7	1.7	11.2	16.4	19.5	22.4	14.0	15.8	27.8	17.2	9.1	12.8	16.7	11.6	17.1	15.9	13.7

describing the selection process as characterized by a group choice of teachers and administrators.

One of the more interesting findings in Table 55 is the relatively high percentage of local administrators who described materials selection as a multi-stage or even more complex process.

Amount of Choice Among Products

Regardless of the amount of involvement which the respondents perceived themselves as having in the selection process or the importance which they believed their views had on final decisions, the number of options open to them at any point in the decision process is clearly a factor in assessing influence. For example, if one believes himself to be very important and involved in the final decision, but if at another point the range of options has been reduced leaving little or no choice among products, one's influence on materials selection, in fact, may be limited.

Table 56 presents percentages of the total sample and of the state samples reflecting respondents' views of the range of choice which they believed were available to them within their selection systems. Over one-half of the total sample felt that they had almost complete freedom of choice among products. Samples from five states (Connecticut, Wisconsin, California, Ohio, and Florida) had higher percentages than the total sample on this response. Respondents from the remaining

Table 56

Respondents' Views of Range of Choice in Materials Selection, for Total Sample and by State

	Total Sample	Connecticut	Wisconsin	California	Montana	Ohio	Georgia	Texas	Florida	Indiana	North Carolina
Almost Complete Freedom of Choice	55.4	76.2	75.0	70.7	50.0	62.9	40.0	33.3	61.2	50.0	34.3
A Wide Range of Choice from a Prepared List	30.4	19.0	25.0	8.6	20.0	11.4	50.0	38.9	28.6	53.3	71.4
Choice from a List with Few Alternatives	8.5	--	--	8.6	8.0	--	6.7	13.9	12.2	50.0	28.6
Choice from a List with Two Alternatives	1.0	--	--	--	--	2.9	--	2.8	--	53.3	5.7
No Choice	3.0	2.4	--	--	6.0	--	3.3	2.8	2.0	16.7	14.3
Depends upon Type of Product	13.2	--	--	12.1	36.0	20.0	3.3	8.3	10.2	13.3	25.7

states, in particular Georgia, Texas, and North Carolina, felt greater limitations on the number of options from which they made selections.

Table 57 compares respondents' views of their range of choice among products according to selected sample characteristics. As one might anticipate, well over one-half of the sample in partial and nonadoption states felt that they had almost complete freedom of choice among products.

Respondents' identifying unit, the length of time the respondents' had held their positions, and school system enrollment do not appear to be differentiating factors in this comparison.

Data from the sample classified according to role show that selection committee members gave the largest percentage of responses to "almost complete freedom of choice." This seems in line with the amount of latitude usually given selection committees at all levels. Teachers, on the other hand, had the lowest percentage of any of the six roles for this response. This fact should be noted in view of the fact that teachers have been ranked first in influence by all groups and that teachers view themselves as very much involved and very important in the selection process.

Selection Criteria

The criteria by which individuals themselves evaluate and select materials are an equally important aspect of the

Table 57

Respondents' Views of Range of Choice in Materials Selection, by Selected Sample Characteristics

	State Textbook Selection Procedure			Location Type of Respondents' Identifying Unit			School System Enrollment			Position of Respondent						Time in Present Position		
	Adoption	Nonadoption	Partial	Urban	Suburb	Small town/ Rural	Very Large	Large	Medium	State Administrator	Local Administrator	Selection Committee Member	Bd. of Ed. Member or Nonprofessional	Curriculum/ Materials Specialist	Teacher	Less than 3 years	3-10 years	More than 10 years
Almost Complete Freedom of Choice	41.7	65.0	70.7	59.8	65.5	53.7	53.7	52.6	56.3	72.2	53.9	81.8	46.2	66.7	45.5	54.9	58.4	53.7
A Wide Range of Choice From a Prepared List	47.8	19.0	8.6	30.8	14.5	37.4	28.4	38.6	27.9	16.7	35.2	9.1	17.9	28.9	36.6	35.4	26.6	33.7
Choice From a List With Few Alternatives	13.9	2.5	8.6	10.3	--	9.8	10.4	12.3	5.3	5.6	7.8	9.1	12.8	6.7	8.9	6.1	10.7	5.3
No Choice	4.4	2.5	--	1.9	3.6	2.4	1.5	4.4	2.6	5.6	3.9	--	2.6	3.3	1.8	4.9	3.3	1.1

selection process. Respondents were asked, therefore, to list as specifically as possible the criteria which they considered most important in choosing materials. Table 58 presents their responses.

The largest percentage of individuals in the total sample, 50.9 percent, believed that a product's relevance to the curriculum was a major factor in their choice of educational materials. The second most frequently mentioned criterion, cited by 29.7 percent of the sample, was the contribution of a product to the teaching and learning process. Responses showed a similar pattern of ranking of these two criteria in the following states: Wisconsin, California, Ohio, and Texas. In Wisconsin, however, three additional criteria were mentioned by a large percentage of respondents: (1) the effectiveness of the product as a teaching tool, (2) how recently it was produced, and (3) its appeal to students. In no other state were these factors cited as being as important as they were to the Wisconsin sample. In Connecticut and in Florida the most frequently cited criterion was the same as that mentioned by the total sample, but the second most frequently mentioned criterion was a product's relevance to the needs of the school.

Montana differed from the total sample in having the second highest percentage of respondents cite the cost of a product as their most important consideration. The amount of use that a product would have also seemed to be an influential factor for respondents in Montana. Georgia respondents also

Table 58

Respondent's Criteria for Selection of Materials, for Total Sample and by State

	Total Sample	Connecticut	Wisconsin	California	Montana	Ohio	Georgia	Texas	Florida	Indiana	North Carolina
Relevance to curriculum	50.9	47.6	58.3	65.5	46.0	54.3	53.3	47.2	38.8	70.0	28.6
Accuracy and authenticity	11.5	23.8	8.3	12.1	4.0	--	20.0	19.4	6.1	16.7	8.6
Format	11.7	23.8	13.9	27.6	10.0	2.9	6.7	2.8	4.1	3.3	11.4
Teachability	11.0	4.8	11.1	10.3	14.0	5.7	20.0	16.7	4.1	20.0	8.6
Relevance to needs	20.7	40.5	13.9	8.6	16.0	5.7	23.3	13.9	34.7	16.7	34.3
Cost	26.2	9.5	25.0	29.3	42.0	14.3	33.3	27.8	16.3	40.0	25.7
Durability	21.9	11.9	19.4	24.1	14.0	14.3	43.3	22.2	16.3	36.7	28.6
Appearance	10.5	—	8.3	17.2	6.0	5.7	20.0	16.7	4.1	10.0	20.0
Ease of operation	12.0	4.8	2.8	8.6	14.0	8.6	16.7	11.1	8.2	16.7	34.3
Contribution to learning process	29.7	23.8	44.4	34.5	24.0	28.6	23.3	38.9	32.7	30.0	14.3
Flexibility	13.5	23.8	13.9	3.4	8.0	20.0	6.7	11.1	14.3	30.0	11.4
Availability of service or assistance	10.7	4.8	2.8	5.2	26.0	—	6.7	13.9	2.0	30.0	20.0
Appeal to students	16.7	9.5	27.8	19.0	12.0	20.0	23.3	16.7	10.2	16.7	17.1
Recency	12.0	9.5	27.8	13.8	4.0	5.7	6.7	13.9	12.2	13.3	14.3
Effectiveness as teaching tool	20.7	16.7	41.7	12.1	22.0	17.1	26.7	22.2	22.4	26.7	5.7
Amount of use	17.7	11.9	11.1	22.4	38.0	8.6	10.0	22.2	8.2	16.7	20.0
Other	8.5	16.7	2.8	13.8	--	11.4	3.3	13.9	8.2	3.3	8.6

differed from the total sample in ranking the durability of a product over time in second place.

Seventy percent of the respondents in Indiana listed relevance to the curriculum as an important criterion, a percentage considerably larger than that of the total sample and highest among all the states. As in Montana, the second highest percentage of respondents in the sample cited the cost of a product as the most important criterion.

North Carolina's respondents differed somewhat from those of the other states in that the criteria mentioned most often were a product's relevance to the needs of the school and how easy a product is to use or operate. A product's relevance to the curriculum and a product's durability received the next highest percentage of responses from North Carolina respondents.

It is interesting to note that the cost of a product seemed to be important to respondents in states such as Montana, Indiana, and Georgia, whereas Connecticut, Ohio, and Florida respondents attributed less influence to this factor in their decisions. Another criterion, effectiveness of a product as a teaching tool, was considered quite important by respondents in Wisconsin and moderately important by those in Indiana, Florida, Texas, Georgia, and Montana. Connecticut, California, Ohio, and North Carolina respondents attributed little significance to this factor as a selection criterion.

In Table 59, the selection criteria noted by respondents have been collapsed into two categories, learning oriented or nonlearning oriented criteria. A product's contribution to the learning process, relevance to the curriculum, and effectiveness as a teaching tool were classified as learning-oriented criteria, and a product's format, cost, and durability were considered to be nonlearning-oriented criteria. Response patterns for subgroups of the total sample were classified according to these two categories.

Respondents in most of the states listed criteria which were primarily learning oriented. North Carolina and Montana were the only states in which the samples recorded a greater percentage of nonlearning than learning-oriented criteria, although the difference in Montana was only two percent. The percentage difference between these two categories of criteria in California, Georgia, and Indiana was also very small but favored learning-oriented criteria.

The greatest difference between the two categories of respondents' selection criteria seems to exist in nonadoption states. In these states a greater percentage of respondents mentioned selection criteria which were learning oriented. A very small difference is observed in California where approximately equal percentages of both kinds of criteria were noted.

Although all three location types cited more learning than nonlearning-oriented criteria, suburban areas showed the greatest percentage difference in favor of learning-oriented

Table 59

Respondent's Criteria for Selection of Materials, by Selected Sample Characteristics

	Learning Oriented	Nonlearning Oriented
Individual States		
Connecticut	76.2	47.6
Wisconsin	94.4	55.6
California	75.9	74.1
Montana	78.0	80.0
Ohio	85.7	54.3
Georgia	86.7	76.7
Texas	80.6	66.7
Florida	73.5	46.9
Indiana	86.7	80.0
North Carolina	62.9	82.9
State Textbook Selection Procedure		
Adoption	77.2	68.3
Nonadoption	82.8	60.7
Partial	75.9	74.1
Location Type of Respondents' Identifying Unit		
Urban	86.0	71.0
Suburb	78.2	49.1
Small Town/Rural	72.4	68.3
School System Enrollment		
Very Large	88.1	61.2
Large	73.7	75.4
Medium	78.9	64.2
Position of Respondent		
State Administrator	94.4	72.2
Local Administrator	79.7	71.9
Selection Committee Member	81.8	36.4
Bd. of Ed. Member or Nonprofessional	43.6	48.7
Curriculum/Materials Specialist	85.6	67.8
Teacher	83.9	67.0
Time in Present Position		
Less than 3 years	79.3	65.9
3 - 10 years	82.7	65.0
More than 10 years	71.6	68.4
Age of Respondent		
Less than 31	82.1	61.5
31 - 50	81.0	67.9
Over 50	75.3	61.8

criteria. Respondents from very large school systems cited more learning-oriented criteria than did those from medium or large school systems. The greatest number of mentions of nonlearning-oriented criteria was found among the subsample of respondents from large school systems.

All state administrators, selection committee members, curriculum/materials specialists, and teachers cited more learning than nonlearning-oriented criteria. Board of education members or nonprofessionals listed more nonlearning than learning-oriented criteria. The percentage of learning-oriented criteria listed by these groups was markedly lower than any other category of respondents. The difference between the two categories of criteria for local administrators was slight.

Views of Final Decision Criteria

Respondents also were asked to list what they believed to be the criteria on which final decisions on the selection of materials were made.

Table 60 shows that more than one-half of the total sample listed cost most frequently as a final decision criterion. The second most frequently mentioned criterion, cited by approximately one-third of the sample, was needs of the school or system.

Among respondents from Connecticut, California, Montana, Ohio, Texas, and North Carolina, cost was most commonly cited an important final decision criterion. Wisconsin respondents differed from this general pattern in listing a product's

Table 60

Respondents' Views of Final Decision Criteria, for Total Sample and by State

	Total Sample	Connecticut	Wisconsin	California	Montana	Ohio	Georgia	Texas	Florida	Indiana	North Carolina
Needs of the school or system	31.4	26.2	27.8	37.9	32.0	22.9	46.7	19.4	34.0	46.7	20.0
Relevance to curriculum	28.4	11.9	50.0	34.5	28.0	17.1	30.0	25.0	34.7	26.7	22.9
What is available	4.0	2.4	11.1	1.7	10.0	2.9	—	--	4.1	6.7	--
Teachability	8.2	4.8	19.4	10.3	4.0	8.6	6.7	8.3	6.1	6.7	8.6
Durability	12.2	4.8	33.3	5.2	2.0	8.6	16.7	8.3	14.3	16.7	22.9
Flexibility	6.0	2.4	16.7	3.4	8.0	2.9	—	2.8	8.2	6.7	8.6
Usefulness	20.2	23.8	35.3	17.2	20.0	34.3	16.7	2.8	30.6	6.7	11.4
Appearance	3.5	--	2.8	8.6	6.0	—	6.7	--	--	--	8.6
Appeal to students	6.2	--	16.7	1.7	6.0	5.7	13.3	5.6	6.1	--	11.4
Cost	51.6	59.5	38.9	60.3	72.0	57.1	40.0	50.0	30.6	60.0	40.0
View of Experts	9.0	9.5	5.6	19.0	4.0	—	16.7	5.6	12.2	66.7	5.7
Results of trial or test	4.2	4.8	2.8	6.9	6.0	2.9	3.3	2.8	4.1	53.3	--
Accuracy and authenticity	7.5	14.3	22.2	--	2.0	5.7	10.0	8.3	6.1	63.3	8.6

relevance to the curriculum as the most important consideration. Georgia respondents placed greatest importance on the needs of the school or system, and the largest percentage of Indiana's respondents cited views of experts as the most important final decision criterion.

Although respondents from several states differed from the general pattern of citing cost as the most important final decision criterion, this factor was mentioned by a relatively large percentage of respondents in every state.

A comparison between the criteria which respondents said they regarded as most important in choosing materials themselves and the criteria on which they believed final decisions were based provides interesting findings. In comparing the total sample findings of Table 58 and Table 60, we see that the most frequently mentioned criterion was different for each. A product's relevance to the curriculum was mentioned most frequently by respondents as their selection criterion (Table 58), and a product's cost was the criterion they cited most frequently as important for final decisions (Table 60). Wisconsin and Florida respondents viewed a product's relevance to the curriculum as the most important criterion for selection in both categories. Georgia respondents placed greatest importance on a product's relevance to the curriculum (Table 58), but the needs of the school or system ranked first in importance as a final decision criterion (Table 60).

In Table 61 all of the final decision criteria mentioned by respondents have again been collapsed to two categories. Learning-oriented and nonlearning-oriented criteria are "cross tabulated" with subsamples classified by selected sample characteristics. Respondents in Connecticut, Montana, Ohio, Texas, and North Carolina have listed more nonlearning than learning-oriented criteria as the bases for final decisions. Larger percentages of respondents in Wisconsin, California, Florida, and Indiana cited more learning-oriented criteria than nonlearning-oriented criteria, but the differences are quite small. Georgia appears to be the only state in which there was a noticeable degree of difference between the two categories in favor of learning-oriented criteria.

Respondents from adoption states tend to mention learning-oriented criteria as bases for final decision more frequently than those that are nonlearning oriented, but the percentage differences are quite small. In nonadoption states, on the other hand, respondents have tended to emphasize nonlearning-oriented criteria.

Nonlearning-oriented criteria were cited more frequently than were learning-oriented criteria by respondents from suburbs or small towns and rural communities. Respondents from urban communities followed this pattern, but the percentage difference between the two categories of criteria was smaller than for the other two units. Very large and medium-sized school systems tended to give slightly greater percentages to nonlearning-oriented criteria.

Table 61

Respondents' Views of Final Decision Criteria, by Selected Sample Characteristics

	Learning Oriented	Nonlearning Oriented
Individual States		
Connecticut	52.4	73.8
Wisconsin	88.9	83.3
California	72.4	67.2
Montana	68.0	82.0
Ohio	51.4	68.6
Georgia	80.0	66.7
Texas	50.0	55.6
Florida	63.3	61.2
Indiana	73.3	63.3
North Carolina	65.7	74.3
State Textbook Selection Procedure		
Adoption	65.6	63.9
Nonadoption	65.0	77.3
Partial	72.4	67.2
Location Type of Respondents' Identifying Unit		
Urban	73.8	75.7
Suburb	52.7	65.5
Small Town/Rural	58.5	69.9
School System Enrollment		
Very Large	71.6	77.6
Large	67.5	67.5
Medium	62.6	70.0
Position of Respondent		
State Administrator	72.2	83.3
Local Administrator	71.9	71.9
Selection Committee Member	63.6	54.5
Bd. of Ed. Member or Nonprofessional	38.5	66.7
Curriculum/Materials Specialist	73.3	64.4
Teacher	66.1	72.3
Time in Present Position		
Less than 3 years	68.3	68.3
3 - 10 years	71.0	71.5
More than 10 years	56.8	67.4
Age of Respondent		
Less than 31	71.8	76.9
31 - 50	65.7	69.8
Over 50	65.2	67.4

In large school systems there was no difference between the percentage of respondents falling into each category. State administrators, board of education members or nonprofessionals, and teachers seemed to perceive final decisions as based on nonlearning-oriented criteria to a greater extent than respondents in other roles.

There was no difference between perceptions of the importance of the two classifications of criteria for those respondents who had been in their positions less than three years or those in their positions from three to ten years. Those who had served more than ten years, however, tended to perceive nonlearning-oriented criteria as the bases for final decisions more frequently. All three age classifications cited nonlearning-oriented criteria as more important in final decisions, though the percentage differences between learning and nonlearning criteria were slight.

A comparison of Table 59 and Table 61 shows that whereas respondents cited learning-oriented criteria as those which *they* used in making decisions, they cited nonlearning criteria as more important in the *final* decision.

Respondent's Views of Constraints on the Selection Process

To add another dimension to our information on materials selection, respondents were asked to cite any constraints or limitations on the selection and purchase of educational materials. The respondents were also asked for their views on kinds of constraints and limitations as well as the sources and significance of such constraints or limitations.

From the data in Table 62, it is clear that the greatest percentage of the total sample (61.8 percent) saw the major limitations on materials selection as financial or economic. On the other hand, more than one-fifth of the total sample perceived no constraints at all on materials selection. Less than one-fifth felt that there were constraints stemming from administrative, political, legal, or community sources.

The pattern of responses in Connecticut, Wisconsin, and Montana generally correspond to the pattern of the total sample, with the exception that the percentage of respondents in each of these states mentioning financial or economic limitations on selection was greater than that for the total sample. The same results were found in California, but in this state respondents perceived that political or legal limitations and community-imposed constraints affected materials selection to a greater degree than in other states.

Respondents in Ohio, North Carolina, Florida, Georgia, Texas, and Indiana seemed to perceive financial constraints to a lesser degree than respondents in other states. In Georgia, for example, respondents appeared to feel that legal constraints are more significant than financial or economic limitations on materials selection. North Carolina had by far the largest percentage of respondents citing legal constraints, with over

Table 62

Respondents' Views of Constraints on Selection Process, for Total Sample and by State

	Total Sample	Connecticut	Wisconsin	California	Montana	Ohio	Georgia	Texas	Florida	Indiana	North Carolina
Types of Constraints											
No constraints perceived	21.4	14.3	19.4	13.8	20.0	25.7	26.7	41.7	20.4	33.3	8.6
Financial, economic	61.8	69.0	72.2	81.0	80.0	60.0	36.7	44.4	53.1	40.0	57.1
Administrative	5.7	11.9	--	5.2	4.0	14.3	10.0	5.6	2.0	6.7	--
Political	14.0	7.1	2.8	37.9	10.0	--	13.3	16.7	--	16.7	28.6
Legal	17.5	4.8	2.8	24.1	8.0	5.7	40.0	2.8	24.5	10.0	54.3
Pressures from community groups	10.0	7.1	--	25.9	10.0	5.7	10.0	--	10.2	13.3	8.6
Sources of Constraints											
No constraints perceived	21.2	14.3	19.4	13.8	21.0	25.7	26.7	41.7	20.2	33.3	8.6
Federal level	14.0	7.1	5.6	8.6	10.0	17.1	33.3	13.9	14.3	13.3	25.7
State level	17.0	2.4	5.6	24.1	6.0	--	30.0	19.4	24.5	6.7	31.4
Local level	29.4	45.2	13.9	70.7	22.0	8.6	26.7	25.0	12.2	26.7	22.9
School level	10.2	2.4	30.6	29.3	8.0	--	10.0	8.3	2.0	3.3	28.6
Significance of Constraints											
No constraints perceived	21.2	14.3	19.4	12.9	21.0	25.7	26.7	41.9	20.2	33.3	8.6
Very important	4.0	2.4	2.8	1.7	8.0	--	3.3	5.6	6.1	--	8.6
Quite important	7.5	7.1	16.7	--	6.0	5.7	16.7	5.6	4.1	--	20.0
Relatively insignificant	11.2	2.4	41.7	1.7	2.2	8.6	13.3	8.3	10.2	3.3	2.9

one-half of the respondents mentioning this type of limitation. A substantial number of North Carolina respondents also cited political constraints on materials selection.

Another finding from the data in Table 62 is that more respondents in Ohio, Georgia, Texas, and Indiana perceived no constraints on the selection of educational materials than respondents from the other six states. With the exception of Georgia, the states in which a substantial number of respondents perceived no constraints are those considered more restrictive legally.

Of those in the sample who mentioned specific constraints, 29.4 percent perceived the major source of constraints to be at the local level. Only 17 percent perceived the source of constraints to be at the state level. Federal and school levels each were mentioned by fewer than 15 percent of the sample. Though not included in Table 62, 26.4 percent of the respondents who cited types of constraints failed to identify the sources from which they believed the constraints came.

Respondents in Connecticut, Montana, Texas, and Indiana appeared to agree that the major source of constraints was at the local level. California respondents also attributed first importance to the local sources, but, in addition, mentioned state and school levels. Wisconsin respondents felt that the major source of constraints was at the school level. Georgia respondents were the only group who listed the Federal level as a major source of constraints. North Carolina and Florida saw the state as a major source of constraints on materials selection. North Carolina respondents were an exception in perceiving all four administrative levels as equally important sources of constraints on materials selection.

Of those who believed that constraints did exist, 11.2 percent felt that they were relatively insignificant, and 11.5 percent believed that they were important. Over one-half of the respondents did not specify the degree of importance they attributed to constraints on materials selection which they felt existed in their systems.

In Table 63, respondents' views of constraints on the selection of materials have been regrouped according to selected sample characteristics. In adoption states more respondents perceived fewer constraints on selection practices than respondents from partial or nonadoption states. Of those respondents perceiving constraints, a greater percentage from partial or nonadoption states cited financial or economic limitations. Table 63 also shows that respondents from adoption states saw legal constraints as more significant than did respondents from nonadoption states. Pressures from community groups were mentioned most as an important constraint in California.

When the sample is classified according to type of location, respondents from all three types of areas saw financial limitations as the most important constraint. Respondents from urban communities, more than those from suburbs or small towns

Table 63

Respondents' Views of Constraints on Selection Process, by Selected Sample Characteristics

	State Textbook Selection Procedure			Location Type of Respondents' Identifying Unit			School System Enrollment			Position of Respondent						Time in Present Position		
	Adoption	Nonadoption	Partial	Urban	Suburb	Small town/ Rural	Very Large	Large	Medium	State Administrator	Local Administrator	Selection Committee Member	Bd. of Ed. Member or Nonprofessional	Curriculum/ Materials Specialist	Teacher	Less than 3 years	3-10 years	More than 10 years
No constraints perceived	25.6	19.6	13.8	18.7	21.8	23.6	19.4	17.5	26.3	22.2	21.9	27.3	23.1	18.9	22.3	23.2	20.1	21.1
Financial, economic	47.2	71.2	81.0	65.4	61.8	64.2	55.2	67.5	61.6	55.6	61.7	36.4	64.1	58.9	65.2	62.2	60.7	65.3
Administrative	4.4	7.4	5.2	9.3	5.5	4.1	10.4	4.4	4.7	11.1	6.3	9.1	7.7	5.6	4.5	3.7	7.9	3.2
Political	13.9	5.5	37.9	24.3	7.3	8.1	22.4	19.3	7.9	22.2	14.8	9.1	15.4	17.8	9.8	15.9	13.6	13.7
Legal	26.1	5.5	24.1	20.6	3.6	17.1	29.9	21.1	9.5	44.4	25.0	18.2	12.8	21.1	4.5	19.5	17.3	16.8
Pressures from community groups	8.3	6.1	25.9	18.7	1.8	5.7	16.4	14.0	4.2	22.2	10.2	18.2	5.1	12.2	8.9	9.8	10.7	8.4

and rural communities, viewed administrative and political factors as constraints. Urban school system respondents also mentioned pressures from community groups as important. Respondents from medium-sized school systems felt an absence of constraints on selection more frequently than respondents from very large or large school systems. At the same time, respondents from large systems felt that financial constraints were slightly more important than other types of limitations. Respondents from very large systems corresponding, in large part, to the sample from urban areas, felt that political, legal, and community group pressures exerted limitations on materials selection to a greater degree than respondents from large or medium-sized school systems.

Examination of the pattern of responses by role shows that state administrators appeared to perceive administrative, political, legal, and community group pressures as constraints more than other types of respondents. Teachers, more than any other group, attributed greatest significance to economic limitations, and selection committee members placed least emphasis on this factor.

The length of time a respondent had been in his position does not appear to be a differentiating factor for responses on the question of constraints on materials selection.

Table 64 compares the relationships between respondents' views of kinds of constraints with their views of the degree of involvement which they had and with the criteria which they believed are used in the selection of materials.

Table 64

Comparison of Respondents' Views of Types of Constraints with Involvement in Selection Process and with Kinds of Selection Criteria

Constraints or Limitations of the Selection Process	Respondents' Degree of Involvement in the Selection Process		Selection Criteria			
			Respondents' Criteria		Respondents' View of Final Decision Criteria	
	Much	Little	Learning Oriented	Nonlearning Oriented	Learning Oriented	Nonlearning Oriented
No perceived constraints	59.3	54.7	74.4	67.4	64.0	62.8
Financial, economic	60.9	52.4	79.8	67.3	65.7	73.8
Administrative	65.2	47.8	95.7	73.9	56.5	73.9
Political	71.4	58.9	82.1	82.1	75.0	69.6
Legal	51.4	60.0	78.6	74.3	71.4	74.3
Pressures from community groups	67.5	65.0	90.0	72.5	75.0	77.5

From this table it can be seen that more respondents who were highly involved in materials selection felt administrative, political, and financial constraints on selection to a greater degree than those who were less involved. Differences between respondents who expressed learning rather than nonlearning-oriented criteria as the bases of their own decisions seemed to indicate that a larger percentage of the learning-oriented respondents perceived constraints stemming primarily from administrative regulations and community group pressures. Respondents with nonlearning-oriented criteria seemed to attribute greatest importance to political limitations. On the other hand, those respondents who placed more emphasis on learning-oriented criteria for final decisions seem to feel that political and legal factors and pressures from community constitute major constraints on materials selection. Those respondents who viewed nonlearning-oriented criteria as important in final decisions regarded all categories of potential constraints as important, but pressures from community groups received the highest percentage.

Strengths and Weaknesses, and Suggested Changes in the Selection Process

As a final component of the descriptions of the selection process, respondents were asked to describe the major strengths and weaknesses of the selection system in which they were involved and any changes they would make in its methods. In Table 65 a majority of the respondents, 53.4 percent, felt that the major

Table 65

Respondents' Views of Strengths and Weaknesses, and Suggested Changes in Selection Process, for Total Sample and by State

	Total Sample	Connecticut	Wisconsin	California	Montana	Ohio	Georgia	Texas	Florida	Indiana	North Carolina
Strengths											
Amount of freedom	13.7	35.7	41.7	1.7	12.0	2.9	16.7	2.8	12.2	13.3	2.9
Amount of information	13.0	11.9	16.7	17.2	6.0	2.9	20.0	2.8	4.1	10.0	42.9
Cooperation of units	23.9	16.7	13.9	31.0	44.0	17.1	6.7	11.1	32.7	13.3	34.3
Opportunity to test materials	7.0	11.9	8.3	6.9	2.0	—	6.7	8.3	6.1	10.0	11.4
Efficiency	4.0	2.4	—	5.2	2.0	2.9	—	8.3	2.0	13.3	5.7
Teacher involvement	53.4	50.0	47.2	65.5	60.0	80.0	73.3	30.6	42.9	20.0	40.0
Weaknesses											
Time constraints	18.5	23.8	13.9	29.3	18.0	14.3	6.7	5.6	24.5	20.0	17.1
Red tape, inefficiency	9.2	19.0	8.3	10.3	10.0	11.4	6.7	8.3	10.2	3.3	--
Limits of individual knowledge	18.7	23.8	41.7	8.6	14.0	22.9	13.3	13.9	16.3	36.7	5.7
Insufficient information about materials	11.7	11.9	5.6	3.4	4.0	20.0	20.0	16.7	16.3	10.0	17.1
Lack of advice	12.7	9.5	13.9	27.6	14.0	—	3.3	19.4	8.2	13.3	8.6
Too centralized	15.0	2.4	—	15.5	12.0	14.3	23.3	5.6	10.2	10.0	62.9
None mentioned	13.2	9.5	16.7	25.9	14.0	11.4	30.0	11.1	4.1	3.3	2.9
Suggested Changes in Selection Process											
No changes needed	37.4	28.6	47.2	39.7	50.0	37.1	46.7	36.1	30.6	46.7	11.4
Make less centralized, more individual	20.7	14.3	5.6	19.0	12.0	17.1	16.7	25.0	26.5	10.0	62.9
Make more centralized, less individual	3.5	2.4	—	—	6.0	2.9	10.0	8.3	—	3.3	5.7
General structural changes	11.5	4.8	5.6	13.8	22.0	2.9	3.3	5.6	12.2	3.3	34.3
General procedural changes	20.7	19.0	11.1	34.5	18.0	11.4	23.3	27.8	24.5	13.3	14.3
State-level changes	7.3	—	2.8	12.1	2.0	—	3.3	5.6	10.2	10.0	26.8
Local-level changes	12.2	14.3	5.6	10.3	10.0	—	30.0	5.6	14.3	3.3	31.4
School-level changes	17.2	21.4	11.1	19.0	18.0	14.3	6.7	25.0	6.1	26.7	25.7
More concern with students	3.2	2.4	—	5.2	2.0	5.7	—	2.8	4.1	6.7	2.9
More time for decisions	10.7	23.8	8.3	12.1	8.0	8.6	3.3	2.8	14.3	10.0	11.4
More advice from specialists	10.5	14.3	22.2	5.2	18.0	8.6	6.7	11.1	4.1	3.3	11.4
More coordination	7.5	7.1	13.9	3.4	8.0	2.9	10.0	5.6	8.2	13.3	5.7
More cooperation among districts	4.5	11.9	5.6	1.7	—	2.9	6.7	5.6	4.1	10.0	--
More teacher involvement	23.9	40.5	8.3	25.9	18.0	20.0	13.3	27.8	24.5	16.7	40.0
More information about relative merits of products	8.7	14.3	11.1	1.7	8.0	2.9	26.7	5.6	14.3	6.7	--
More demonstrations of material	7.5	2.4	2.8	6.9	6.0	5.7	13.3	13.9	10.2	13.3	2.9

strength of their system of materials selection was the degree of teacher involvement. The second most frequently mentioned strength, cited by 23.9 percent of the sample, was cooperation among various units in materials selection. Fewer than 14 percent referred either to the amount of freedom in the system or to the amount of information on materials they had about materials during the selection process.

The consensus on teacher involvement as a major strength is verified by a review of the largest percentages of responses in each state, but in Connecticut and in Wisconsin the amount of freedom within the selection system was also considered to be a major strength. Georgia's respondents regarded the amount of information they had about products as a positive factor. North Carolina diverged from the consensus in viewing the amount of information available on products as the major strength of its process. Yet, the amount of teacher involvement and the degree of cooperation among the various units of the system were also seen as strengths by respondents in North Carolina.

The three most frequently mentioned weaknesses in the selection process were the limits of an individual's knowledge about products, time constraints on selection, and centralized decision-making. Connecticut respondents regarded the first two as most important. Wisconsin respondents appeared to view the limits of individual knowledge as an important source of weakness, whereas California respondents found time constraints and lack of professional advice as weaknesses in their selection system. Ohio respondents seemed to feel they lacked awareness of the range of available materials. The two weaknesses they cited most frequently concerned the limits of individual knowledge and insufficient information. Responses from Georgia and Texas samples reflected similar patterns. Indiana respondents placed greatest emphasis on the limits of individual knowledge. The North Carolina sample diverged strongly from the total sample in citing the centralization of its materials selection system as its greatest weakness. This view was held by 62.9 percent of the respondents. North Carolina was the state in which most respondents mentioned weaknesses in administrative procedure. They also felt that the locus of decision-making power was too far removed from the classroom and that this was a weakness in their system. Georgia respondents also appeared to feel that this type of weakness existed in its system; 23.3 percent of the respondents in Georgia cited centralized decision-making as a weakness. Yet, Georgia was also the state in which the largest percentage of respondents felt that there were no weaknesses in the selection system with which they were concerned. One-quarter of California respondents also felt that their materials selection system had no major flaws.

In suggesting changes within the system, 37.4 percent of the total sample felt that no changes were needed. More teacher involvement was suggested by 23.9 percent, and approximately 20 percent indicated they would make general procedural changes in the selection process.

The largest percentages of responses from Wisconsin, California, Montana, Ohio, Georgia, Texas, Florida, and Indiana subsamples indicated that no changes were needed in the selection system. California respondents suggested changes in general procedures, and Florida respondents appeared to favor more individual authority and less central control over materials selection. In Connecticut the most frequently cited suggestion for change was a greater degree of teacher involvement. In North Carolina a large number of respondents, 62.9 percent indicated a desire for less centralized control of selection practices. Forty percent of the North Carolina respondents also indicated that more teacher involvement would be a preferred change.

Table 66 relates the respondents' views of strengths and weaknesses, and suggested changes to selected sample characteristics. As might be expected, a larger percentage of respondents in nonadoption than in adoption states felt that a major strength of the selection system is teacher or user involvement, and respondents in adoption states suggested that the selection system be less centralized. More urban communities than suburban or small towns and rural communities also listed teacher or user involvement as a major strength. It is important to note that a relatively larger percentage of respondents in suburbs than in urban communities or small towns and rural communities cited the amount of freedom as a strength of the selection process.

Table 66

Respondents' Views of Strengths and Weaknesses, and Suggested Changes in Selection Process, by Selected Sample Characteristics

	State Textbook Selection Procedure			Location Type of Respondents' Identifying Unit			School System Enrollment			Position of Respondent						Time in Present Position			Age of Respondent		
	Adoption	Nonadoption	Partial	Urban	Suburb	Small town/ Rural	Very Large	Large	Medium	State Administrator	Local Administrator	Selection Committee Member	Bd. of Ed. Member or Nonprofessional	Curriculum/ Materials Specialist	Teacher	Less than 3 years	3-10 years	More than 10 years	Less than 31	31-50	Over 50
Strengths																					
Teacher or User Involvement	44.4	58.9	65.5	63.6	50.9	57.7	59.7	58.8	52.6	50.0	60.9	36.4	38.5	46.7	56.2	42.7	58.4	53.7	46.2	58.4	52.6
Amount of Freedom	9.4	22.7	1.7	12.1	29.1	11.4	11.9	10.5	17.9	—	9.4	—	10.3	14.4	20.5	6.1	15.9	15.8	25.6	13.5	12.3
Familiarity with Materials; Amount of Information	15.0	9.2	17.2	12.1	10.9	6.5	19.4	18.4	7.9	27.8	15.6	18.2	5.1	21.1	4.5	11.0	13.1	14.7	7.7	15.7	13.1
Cooperation Among Units	21.1	24.5	31.0	23.4	10.9	22.8	25.4	28.9	17.9	22.2	32.8	36.4	23.1	21.1	17.0	24.4	24.3	23.2	10.3	27.0	25.0
Weaknesses																					
Time Constraints	15.6	17.8	29.3	23.4	14.5	17.1	19.4	23.7	16.3	33.3	26.6	—	10.3	20.0	11.6	13.4	21.5	17.9	5.1	23.6	19.0
Red Tape, Inefficiency	6.1	12.3	10.3	12.1	10.9	6.5	11.9	10.5	6.8	11.1	10.2	—	5.1	14.4	6.3	9.8	9.3	8.4	12.8	10.1	8.6
Insufficient Information; Limited Knowledge of Product	16.4	17.1	6.0	12.1	17.2	17.9	16.4	9.6	17.6	33.3	15.2	18.2	3.8	16.1	16.9	18.9	14.5	14.7	20.5	10.7	16.2
Lack of Professional Advice	10.6	9.8	27.6	17.8	9.1	12.2	13.4	16.7	11.1	38.9	8.6	—	5.1	14.4	16.1	12.2	14.5	10.5	20.5	15.7	10.8
Changes Suggested																					
Make Less Centralized	28.9	12.3	19.0	25.2	14.5	14.6	28.4	30.7	11.1	27.8	14.8	9.1	15.4	24.4	25.9	25.6	20.6	17.9	20.5	19.1	20.5
General Procedural Changes	21.1	15.3	34.5	29.0	12.7	16.3	26.9	26.3	13.7	38.9	18.8	—	12.8	21.1	27.7	20.7	20.6	23.2	25.6	28.1	17.5
Changes at District Level	16.7	8.0	10.3	17.8	3.6	7.3	17.9	19.3	7.4	16.7	10.9	—	10.3	16.7	10.7	9.8	15.0	9.5	5.1	16.9	11.9
Changes at School Level	17.2	16.6	19.0	18.7	14.5	17.9	14.9	23.7	15.8	27.8	13.3	—	7.7	15.6	26.8	18.3	16.4	20.0	20.5	11.2	18.7

In the partial adoption state, California, a larger number of respondents cited time constraints and lack of professional advice as weaknesses of the system than respondents from either adoption or nonadoption states. California respondents also expressed a concern for changing selection procedures in general.

Decentralizing the selection system was suggested more frequently by respondents from urban school systems than by respondents from suburban or small towns or rural communities. The urban subsample also indicated that they favored general procedural changes in their selection systems. Medium-sized school districts, in comparison to large or very large ones, indicated least interest in general procedural changes or changes at the local level. The greatest percentage of respondents advocating changes at the school level were those from large school systems. State administrators, curriculum/materials specialists, and teachers were the three types of respondents most interested in having the selection system become less centralized. State administrators, more than any other group, suggested general procedural changes.

The respondents' views of strengths and weaknesses, and their suggested changes in the selection system are compared with their degrees of involvement in selection processes in Table 67. As might be expected, those who are more deeply involved in the materials selection process had more definite opinions and greater knowledge about it. A larger percentage of respondents with a high degree of involvement mentioned both

Table 67

Comparison of Respondents' Views of Strengths and Weaknesses, and Suggested Changes in Selection Process with Involvement

	Respondents' Degree of Involvement in the Selection Process	
	Much	Little
Strengths of the System		
Teacher involvement	65.0	49.5
Amount of freedom	65.5	40.0
Amount of information	65.4	51.9
Cooperation among units	57.3	56.3
Weaknesses of the System		
Time constraints	77.0	37.8
Red tape, inefficiency	62.2	54.1
Insufficient information	61.5	46.6
Lack of professional advice	66.7	64.7
Suggested Changes in Selection Process		
General change; less centralized and more individual	60.2	55.4
General procedural changes	66.3	55.4
Changes at local level	63.3	49.0
Changes at school level	65.2	52.2

strengths and weakness more frequently in selection practices. These respondents mentioned particularly insufficient information about products and time constraints. More highly involved respondents listed more changes which they thought should be made in selection procedures than those with lesser involvement in materials selection processes.

Views About Materials

The views that those involved in materials selection held about the importance of various kinds of materials is another component of the selection process. Results from the survey questions on this subject are presented in this section of the report. Data presented describe respondents' views about the most important educational products introduced in the last five years, their range of knowledge about new materials, changes in importance of products, most important materials purchased, sources of funds for purchasing materials, and comparison of respondents' views about materials and other dimensions of the selection process.

Views About Most Important Educational Products in the Last Five Years

Table 68 provides data on the respondents' perceptions of the educational products introduced in the past five years (1963-1968) which they regard as most important. Data are presented for the total sample and the ten state subsamples.

Table 68

Respondents' Views of Most Important Types of Educational Products Introduced in the Past Five Years, for Total Sample and by State

	Total Sample	Connecticut	Wisconsin	California	Montana	Ohio	Georgia	Texas	Florida	Indiana	North Carolina
AV Equipment	61.3	69.0	58.3	53.7	86.0	77.1	56.7	69.4	36.7	73.3	10.0
AV Materials	53.6	76.2	72.2	46.6	72.0	48.6	60.0	50.0	36.7	50.0	22.9
ETV, ITV, CCTV	35.9	28.6	33.3	50.0	34.0	11.4	43.3	38.9	34.7	13.3	40.0
CAI	10.5	7.1	8.3	24.1	--	2.9	3.3	22.0	6.1	16.7	14.3
Supplementary Printed Materials	18.0	21.4	13.9	24.1	30.0	8.6	13.3	5.6	12.2	--	25.7
Systems Approach Materials	14.5	26.2	5.6	20.7	4.0	8.6	16.7	11.1	18.4	6.7	20.0
Manipulative Devices, Educational Toys	12.0	14.3	16.7	13.8	20.0	8.6	3.3	11.1	6.1	20.0	5.7
Learning Labs	20.9	16.7	25.0	8.6	20.0	31.4	46.7	8.3	22.4	13.3	28.6

The type of product mentioned most frequently by the total sample was audiovisual equipment. The overhead projector, in particular, was the specific item cited by nearly 70 percent of respondents. No other single item received as much attention in this or any of the other categories, a fact which seems to confirm its obvious importance to school personnel. AV materials were also cited by more than one-half of the total sample. Slightly more than one-third listed ETV (Educational Television), ITV (Instructional Television), and CCTV (Closed Circuit Television), whereas learning labs were viewed as the most important new materials by approximately one-fifth of the total sample.

A comparison of the views of the total sample with those from the individual states indicates that respondents in a majority of states also viewed AV equipment and materials as the most important new types of nonbook educational products. The California sample was an exception in attaching equally high importance to ETV, ITV, and CCTV. A greater percentage of respondents in California also cited CAI (Computer Assisted Instruction), supplementary printed materials, and systems approach materials than did respondents from most of the other states. The responses from North Carolina deviated most from those of all other states in placing greatest emphasis on ETV, ITV, CCTV, and learning labs. AV equipment, particularly, and AV materials appeared to have less importance for North Carolina respondents than they had for respondents in other states.

Respondents in Georgia not only reflected the pattern of the total sample in attributing primary importance to AV equipment and materials, but they also cited ETV, ITV, CCTV, and learning labs frequently.

Tabulations of the total sample's responses were compared with tabulations of selected sample characteristics. For this purpose, three categories of responses were defined: those mentioning only AV equipment, those mentioning specific brand names, and those mentioning materials for specific academic subjects. Respondents from very large school systems tended to mention AV equipment more than did respondents of large and medium-sized systems. On the other hand, respondents from these same very large systems cited specific brand names and specific subject materials less than did the respondents from the other two types of systems. Respondents from large systems mentioned specific subject materials most frequently, and respondents from medium-sized systems mentioned specific brand names most frequently.

Among respondents occupying particular educational roles, board of education members and selection committee members mentioned AV equipment in greater proportion. Curriculum/materials specialists gave this response least frequently of all groups. Selection committee members mentioned specific brand names more than other types of respondents, and local administrators mentioned specific subject matter materials most frequently.

Respondents who had been in the system longest tended to mention AV equipment and specific brand names, and respondents with fewer years of experience cited specific subject materials most frequently.

Among the three age groups, it appears that the youngest and oldest respondents tended to mention AV equipment rather than specific subject materials, and the younger and middle-aged groups tended to cite specific brand names more often.

Respondents from California mentioned AV equipment to a greater extent than respondents from either adoption or nonadoption states. Respondents in these latter categories mentioned specific brand names and specific subject materials more frequently. Urban school system respondents regarded AV equipment as more important by a small percentage. Suburban respondents cited specific brand names more than those from either urban communities or small town and rural communities.

Range of Knowledge About New Materials

A respondent's range of knowledge about new materials was based upon the interpretations of answers to a number of survey questions in which respondents spontaneously referred to specific products or types of products. Reference to specific new materials, such as CAI, ETV, ITV, were interpreted as reflecting greater knowledge about new materials than, for example, a reference to materials such as film strips. The average number of responses per person indicating knowledge about new materials was computed for each category of respondents.

4

Table 69

Knowledge about Materials, by State

Georgia	5.1*
Wisconsin	4.7
California	4.6
North Carolina	4.5
Connecticut	4.3
Montana	4.0
Indiana	3.8
Florida	3.6
Texas	3.3
Ohio	3.2

* Average number of responses per person indicating knowledge about new materials.

In Table 69 the ten states in the survey are ranked according to these averages. Three of the first six states are nonadoption states. In these states respondents at all levels theoretically would have greater opportunity to participate in selection and to be exposed to information about new products. That Georgia, an adoption state, is at the top of the list may be attributed to the fact that it is among the least restrictive of all adoption states and also has an extensive network of materials centers under the auspices of the State University.

The averages also were employed to illustrate relationships between several identifying characteristics and knowledge about new materials. Respondents from California ranked highest in knowledge of new materials, and respondents from nonadoption states and adoption states ranked second and third respectively. Since the range of differences in the averages among the three types of state selection procedures is small, it appears that the textbook selection procedure of a state does not greatly affect the degree to which school personnel are aware of recently developed educational materials.

Although respondents in urban communities seemed slightly more knowledgeable about new materials, those in suburbs or small towns and rural environments appeared to know about new materials to about the same degree. Respondents from very large and large school systems appeared more knowledgeable about new materials than respondents from medium-sized school systems.

Table 70 presents the ranking of the respondents in different educational roles according to the average number of responses indicating knowledge about new materials. In Table 71, respondents' knowledge about materials is compared with their degree of involvement in the selection process and their views of both their own and the final selection criteria. Differences among categories in both instances are very small, and possible relationships between the dimensions cannot be determined from these data. Yet, the slightly higher averages of those who are "much" involved and of those who perceive learning-oriented criteria to be important in final decisions may warrant further investigation.

Changes in Importance of Products

Changes in the importance of educational materials fall into five basic categories: (1) specific products which have become more important in the past five years; (2) specific products which have become less important during the past five years; (3) changes in materials from 1958-68; (4) perceived reasons for changes from 1958-68; and (5) predictions of future changes in educational materials. Data are presented both for the total sample and for the ten states.

Table 70

Knowledge about Materials, by Respondent's Educational Role

Local Administrators	4.37*
Curriculum/Material Specialists	4.36
State Administrators	4.27
Teachers	3.91
Selection Committee Members	3.90
Board of Education Members or Nonprofessionals	3.26

* Average number of responses per person indicating knowledge about new materials.

Table 71

Knowledge about Materials Compared with Involvement in Selection Process and in Selection Criteria

			Selection Criteria			
	Respondent's Degree of Involvement in the Selection Process		Respondents' Criteria		Respondents' Views of Final Decision Criteria	
	Much	Little	Learning Oriented	Nonlearning Oriented	Learning Oriented	Nonlearning Oriented
Knowledge About Materials	4.2*	4.1	4.2	4.2	4.3	4.1

* Average number of responses per person indicating knowledge about new materials.

The data in Table 72 reflect the consensus of the total sample on the increased importance of AV equipment and AV materials. One-half of the respondents listed one or both of these. Supplementary printed materials, mentioned by over one-fourth of the sample, ranked third in importance, and library books ranked fourth. Comparing this pattern to those of the ten states, all of the state samples also ranked AV materials or equipment in first or second place. Supplementary printed materials received the third highest ranking among respondents in most of the states. Other data in this table show that a high percentage of respondents in Connecticut listed multi-media units and instructional systems as of increased importance, in Wisconsin nearly 50 percent of the respondents listed supplementary printed materials, and in Montana 52 percent mentioned library books. Except for AV materials and equipment, California and Ohio samples showed low percentages for most other types of materials.

More than half of the sample did not respond to the question regarding which products have become less important. In general, 42.1 percent of the respondents mentioned textbooks as decreasing in importance, and no other products received more than a three percent response. The individual state responses followed this same pattern.

Over three-fourths of the respondents in the total sample cited the greater availability of materials as a change from 1958--68 (Table 73). More variety in the kinds of products available was listed as a change by nearly one-half of the

Table 72

Respondents' Views of Specific Products More Important in the Last Five Years, for Total Sample and by State

	Total Sample	Connecticut	Wisconsin	California	Montana	Ohio	Georgia	Texas	Florida	Indiana	North Carolina
AV Equipment	57.6	57.1	75.0	46.6	74.0	57.1	56.7	52.8	49.0	63.3	48.6
AV Materials	67.1	69.0	86.1	56.9	88.0	77.1	56.7	52.8	61.2	63.3	57.1
Library Books	21.7	14.3	22.2	6.9	52.0	8.6	26.7	16.7	20.4	20.0	28.6
Supplementary Printed Materials	30.7	28.6	47.2	24.1	36.0	28.6	40.0	33.3	22.4	13.3	37.1
Manipulative Devices, Educational Toys	18.5	19.0	25.0	13.8	16.0	8.6	23.3	19.4	24.5	10.0	25.7
Multi-media Units/ Instructional Systems	15.2	38.1	16.7	13.8	6.0	5.7	13.3	13.9	8.2	13.3	25.7
ETV, ITV, CAI	9.2	16.7	2.8	5.2	2.0	--	6.7	13.9	14.3	13.3	20.0
Textbooks	9.0	9.5	8.3	1.7	22.0	2.9	3.3	8.3	16.3	13.3	2.9

Table 73

Respondents' Views of Changes in Educational Materials, for Total Sample and by State

	Total Sample	Connecticut	Wisconsin	California	Montana	Ohio	Georgia	Texas	Florida	Indiana	North Carolina
Better Materials Available	19.5	33.3	8.3	3.4	18.0	25.7	26.7	16.7	28.6	30.0	11.4
More Flexible Materials	4.7	14.3	2.8	--	--	--	10.0	8.3	4.1	10.0	2.9
More Variety in Products Available	44.4	59.5	69.4	84.5	22.0	5.7	53.3	38.9	32.7	33.3	28.6
Greater Range of Materials Used by Individuals	21.4	35.7	41.7	3.4	6.0	8.6	33.3	5.6	36.7	20.0	34.3
More Materials Available	79.8	69.0	91.7	93.1	92.0	80.0	53.3	86.1	65.3	86.7	71.4

sample. A relatively small proportion of the sample, approximately one-fifth, believed that better quality materials were available.

Although respondents in six states also ranked the greater availability of materials first and more variety among products second as most important changes since 1958, the percentages in each state for these categories varied widely. In Montana, for example, 92 percent of the respondents said that more materials were available, and 22 percent (the next highest percentage) indicated that there was more variety among products. In Wisconsin the percentages for these categories were 91.7 and 69.4, and in Texas they were 86.1 and 38.9.

In Ohio respondents most frequently mentioned the greater availability of materials, and better quality materials received the second highest ranking. Smaller percentages of respondents in Ohio mentioned more variety among products or a greater range of kinds of materials used by individual teachers as changes. The major proportion of respondents in Florida and North Carolina felt that more materials were available, and the second largest percentage felt that a greater range of materials was used by the individual teacher. A large proportion of Wisconsin and Connecticut respondents also indicated that the greater range of kinds of materials used in the classroom is a major change in the past ten years.

In indicating reasons for changes during the 1958--68 period, one-third of those responding believed that changes were stimulated by increased funds for materials, and one-third attributed changes to increased teacher interest and competence. Nearly one-fourth attributed the change in importance of products to basic changes in educational philosophy. Several of the reasons which the respondents believed accounted for these changes are grouped by selected sample characteristics in Table 74. California respondents showed a marked discrepancy from those in states with other types of textbook selection procedures. No respondents in California listed Federal government interest as a factor in accounting for change, and change was attributed to the efforts of materials producers approximately three times as frequently by Californians as by respondents from adoption and nonadoption states.

Respondents from small towns and rural communities tended to see Federal government interest and concern as well as increased teacher interest and competence as causes of change more often than respondents from urban and suburban communities. On the other hand, urban area respondents frequently mentioned the fact that more money was available. Suburban respondents believed that availability of money and technological innovation were the principal reasons for the changes noted from 1958--68.

The largest percentage of respondents in each of the three categories of school system enrollments cited increased funds for materials as a reason for change. The very large systems had the highest percentage of all three categories. Respondents from large school systems, more than those from

Table 74

Respondents' Views of Reasons for Changes in Materials, by Selected Sample Characteristics

	State Textbook Selection Procedure			Location Type of Respondents' Identifying Unit			School System Enrollment			Position of Respondent						Time in Present Position			Age of Respondent		
	Adoption	Nonadoption	Partial	Urban	Suburb	Small town/ Rural	Very Large	Large	Medium	State Administrator	Local Administrator	Selection Committee Member	Bd. of Ed. Member or Nonprofessional	Curriculum/ Materials Specialist	Teacher	Less than 3 years	3-10 years	More than 10 years	Less than 31	31-50	Over 50
Federal government interest & concern	21.1	19.6	—	13.1	12.7	20.3	14.9	18.4	18.4	27.8	21.1	9.1	7.7	16.7	16.1	23.2	15.9	15.8	15.4	17.5	19.1
More money available	37.2	21.5	39.7	34.6	32.7	28.5	40.3	34.2	27.4	44.4	35.9	27.3	23.1	32.2	28.6	29.3	30.8	32.7	23.1	29.1	40.4
Increased teacher interest and competence	24.4	24.5	31.0	21.5	14.5	29.3	25.4	31.6	23.7	16.7	28.9	9.1	7.7	27.8	30.4	22.0	27.1	27.4	25.6	25.7	25.8
Efforts of materials producers	11.1	10.4	31.0	19.6	3.6	13.8	22.4	14.0	11.6	11.1	15.6	9.1	7.7	16.7	13.4	9.8	14.5	14.7	12.8	14.6	12.4
Technological innovation	10.0	16.6	13.8	15.9	21.8	7.3	16.4	14.9	12.1	22.2	14.8	—	12.8	15.6	9.8	13.4	11.7	16.8	10.3	11.2	19.1

very large or medium-sized systems, attributed changes to increased teacher interest and competence. Respondents from very large systems cited the efforts of materials producers as the reason for change to a greater extent than respondents from other types of systems.

Examining the data on the educational role of respondents, we see that teachers are the only group who did not give the highest percentage of their responses to increased funds as the principal cause of change. By a small margin they cited, instead, increased teacher interest and competence as the major factor.

State administrators, on the other hand, not only were the group giving the highest percentages to increased funds and increased Federal interest, but also were the group most frequently attributing changes in materials to technological innovation.

On the whole, time in present position and age do not seem to be important factors in this analysis. Two facts, however, do stand out: respondents with less than 3 years experience cited Federal government interest and concern as a cause of change more frequently than did respondents with more experience, and respondents over 50 years of age mentioned the fact that more money was available to a greater extent than those under 50 years of age.

In predicting future changes in educational materials, 28.4 percent of the total sample forecast major, dramatic changes, and 11 percent believed that any changes would be relatively minor. Only 15 percent predicted that totally new kinds of materials will be on the market, whereas 34.4 percent cited possible improvements and modifications of existing products. The largest percentage of respondents, when asked in what areas they believed that changes might take place in the future, listed the organization of instruction, specifically the trend toward increased individualization of instruction. The total sample also predicted that changes will occur in teaching styles and methods. Fewer than five percent of the sample predicted changes in student needs, in social needs, or in subject matter.

As illustrated in Table 75, almost one-half of the total sample predicted more emphasis on and use of ETV, ITV, CAI, and individualized instruction techniques. More than one-fourth mentioned AV equipment and materials and multi-media units and instructional systems as the kinds of products which will have greater use. Low percentages of the sample listed increased use of supplementary printed materials, library books, manipulative devices and educational toys, and learning labs.

The belief that ETV, ITV, and CAI will be used more extensively was held by respondents in most of the states. Respondents in Connecticut mentioned AV equipment and materials as well as multi-media units and instructional systems particularly. This state also had the largest percentage of respondents listing manipulative devices and educational toys. California respondents,

Table 75

Respondents' Views of Future Changes in Materials, for Total Sample and by State

Greater Use Of:	Total Sample	Connecticut	Wisconsin	California	Montana	Ohio	Georgia	Texas	Florida	Indiana	North Carolina
AV Equipment	27.4	59.5	66.7	17.2	16.0	14.3	36.7	16.7	14.3	23.3	20.0
AV Materials	27.4	59.5	47.2	13.8	44.0	22.9	16.7	13.9	16.3	13.3	22.9
Library Books	2.7	4.8	5.6	1.7	2.0	2.9	—	2.8	2.0	—	5.7
Supplementary Printed Materials	8.7	9.5	8.3	20.7	6.0	2.9	—	8.3	6.1	10.0	8.6
Manipulative Devices, Educational Toys	9.0	26.2	11.1	13.8	6.0	2.9	3.3	2.8	6.1	6.7	5.7
Multi-media Units/ Instructional Systems	26.4	38.1	30.6	32.8	24.0	14.3	23.3	16.7	24.5	20.0	34.3
Learning Labs	10.2	21.4	11.1	6.9	—	8.6	3.3	5.6	12.2	16.7	20.0
ETV, ITV, CAI	49.9	57.1	58.3	48.3	74.0	34.3	66.7	55.6	32.7	26.7	40.0
Individualized Instruction	42.4	33.3	41.7	67.2	44.0	22.9	40.0	33.3	40.8	46.7	40.0

more than those of any other state, predicted greater use of supplementary printed materials and individualized instruction. The Florida and Indiana samples also anticipated a greater use of individualized instruction techniques, and North Carolina respondents felt that ETV, ITV, and CAI, as well as individualized instruction, will be used increasingly in the future.

Most Important Materials Purchased

Respondents in the survey were asked to list the most important types of educational products purchased by their school systems in the past five years. AV equipment and AV materials were regarded by the total sample as the two most important types of products purchased. ETV, ITV, and CCTV were third in importance. Relatively low percentages indicate limited purchase of CAI equipment, systems approach materials, manipulative devices and educational toys, and supplementary printed materials (Table 76).

The majority of states in the sample also reflected this general pattern, with Florida and North Carolina as exceptions. Respondents in Florida regarded AV equipment as the most important purchase, and improved textbooks was second in importance. In North Carolina, 31.4 percent of the respondents also listed AV equipment most frequently, and in addition 28.6 percent mentioned the purchase of ETV, ITV, and CCTV systems. Georgia respondents also appeared to regard ETV, ITV, and CCTV as important purchases in their systems, although these items received the third highest percentage of responses in that state.

Table 76

Respondents' Views of Most Important New Materials Purchased, for Total Sample and by State

	Total Sample	Connecticut	Wisconsin	California	Montana	Ohio	Georgia	Texas	Florida	Indiana	North Carolina
AV Equipment	55.6	57.1	55.6	53.4	82.0	65.7	53.3	63.9	30.6	63.3	31.4
AV Materials	45.9	66.7	66.7	44.8	72.0	37.1	56.7	44.4	18.4	33.3	14.3
ETV, ITV, CCTV	21.7	21.4	11.1	36.2	8.0	5.7	40.0	27.8	14.3	26.7	28.6
CAI	4.5	7.1	--	13.8	--	--	--	8.3	4.1	--	5.7
Systems Approach Materials	11.0	19.0	2.8	17.2	4.0	2.9	16.7	8.3	16.3	10.0	8.6
Manipulative Devices, Educational Toys	8.2	7.1	8.2	10.3	12.0	5.7	6.7	11.1	6.1	6.7	2.9
Supplementary Printed Materials	15.5	23.8	16.7	22.4	28.0	2.9	13.3	5.6	8.2	10.0	14.3
Improved Textbooks	14.0	11.9	13.9	12.1	24.0	5.7	10.0	--	24.5	16.7	14.3

California responses followed a similar pattern; CAI systems were considered important purchases to a greater degree in this state than in any other state. California, Connecticut, and Montana responses also showed supplementary printed materials as important purchases.

Respondents who had mentioned five types of new materials (programmed instruction materials, learning laboratories, ETV, ITV, and CCTV, CAI, and systems approach materials) as important purchases in their school systems were categorized according to selected sample characteristics (Table 77). With the exception of learning labs, adoption states recorded higher percentages of respondents noting these five types of new materials as important purchases in their school systems. Fewer suburban respondents than those from urban areas or small towns and rural areas indicated that programmed instruction materials and learning labs were important purchases. ETV, ITV, and CCTV systems were cited more than twice as frequently by urban respondents, and urban respondents were the only group to mention CAI systems.

By small margins respondents from very large school systems gave the highest percentage of responses for programmed instruction materials and ETV, ITV and CCTV systems; compared to other systems they also gave responses for learning labs by more than two to one. The highest percentages for CAI systems and systems approach materials were given by respondents in large school systems.

Table 77

Respondents' Views of Most Important New Materials Purchased, by Selected Sample Characteristics

	State Textbook Selection Procedure			Location Type of Respondents' Identifying Unit			School System Enrollment			Position of Respondent						Time in Present Position		
	Adoption	Nonadoption	Partial	Urban	Suburb	Small town/ Rural	Very Large	Large	Medium	State Administrator	Local Administrator	Selection Committee Member	Bd. of Ed. Member or Nonprofessional	Curriculum/ Materials Specialist	Teacher	Less than 3 years	3-10 years	More than 10 years
Programmed Instruction Materials	11.7	4.3	5.2	7.5	3.6	8.9	10.4	9.6	5.8	5.6	6.3	—	7.7	11.1	8.0	9.8	8.9	4.2
Learning Labs	14.4	15.3	3.4	15.0	9.1	13.0	26.9	9.6	11.1	33.3	10.9	9.1	23.1	12.2	9.8	22.0	9.3	15.8
ETV, ITV, CCTV	13.3	5.5	13.8	17.8	7.3	5.7	14.9	12.3	6.3	22.2	11.7	9.1	12.8	12.2	7.1	13.4	8.9	11.6
CAI	2.8	—	5.2	3.7	—	—	1.5	5.3	—	5.6	1.6	—	10.3	—	0.9	2.4	1.9	1.1
Systems Approach Materials	7.8	6.1	10.3	8.4	9.1	5.7	7.5	11.4	4.7	—	7.8	9.1	7.7	11.1	4.5	4.9	10.7	3.2

The highest percentage (9.8) of responses from teachers who cited the five types of products as important purchases in their districts was given to learning labs. Programmed instruction materials and ETV, ITV, and CCTV systems ranked second and third, respectively, among teachers. State administrators reflected the highest percentages of any educational role, mentioning ETV, ITV, and CCTV systems by nearly two to one. This type of equipment also received the highest percentage of mentions from local administrators by a small margin. One-third of all state administrators listed learning labs as the most important new materials purchased in their systems. This is the highest percentage of responses accorded any of the types of materials by any category of respondents.

CAI systems were regarded as the most important new material purchased by their system most frequently by board of education members or nonprofessionals. Systems approach materials were most frequently mentioned by curriculum and materials specialists, though respondents in these educational roles gave the higher percentages of their answers to learning labs and ETV, ITV, CCTV.

Except for systems approach materials, respondents who have been in their positions less than three years recorded the highest percentages of any tenure category for all five types of products. The low percentage figures in the cells of this table may be attributed in most cases to the relatively small number of purchases of these newer types of educational materials.

Respondents whose systems had purchased new materials were asked for their views about them. Over ninety percent (93.5) of the respondents had favorable reactions to new products. Of these, 22.4 percent gave favorable reactions based upon teachers' satisfaction with a product, whereas 17.5 percent gave favorable reactions related to students' behavior and performance.

The respondents were asked to indicate the degree to which they felt the new products were used. Their responses were classified into categories to reflect daily use or more sporadic use, and were then compared with selected sample characteristics. A summary of these data shows that, in general, respondents from the partial adoption state, urban areas, and large school systems whose districts have purchased the specified new materials indicated that they use them more frequently than respondents from other categories. Since teachers are the group among the various educational roles in systems who are more likely to use materials, their reactions are particularly important. More than one-half (53.6 percent) of the teachers in systems which have purchased new materials indicated sporadic rather than daily use of the new materials. Time in position and age were not differentiating characteristics, although younger respondents and those who had been in their positions from three to ten years tended to indicate more frequent use of new materials.

Sources of Funds for Materials

The amounts and sources of funds available for purchasing materials are also an important part of our consideration of the selection process. Without the necessary funds, expensive, technologically sophisticated materials cannot be purchased, and systems without large budgets are not in a position to select these types of materials. In addition, respondents to the survey cited economic factors most frequently as a major constraint on the selection process. The amount of money available for materials obviously influences what kinds of materials are selected.

When asked to cite the sources of funds used to pay for different types of materials, 83 percent of the respondents in the total sample mentioned local sources, 62 percent mentioned Federal sources, and 60 percent mentioned state sources. These high percentages result from multiple responses given by respondents to this question. Specific sources, such as ESEA funds, NDEA grants, special funds, and PTA contributions, were cited by 26 percent of the total sample. More than 70 percent of the sample did not feel that funds for certain kinds of products came from specific sources. In Table 78, responses on sources of funds are presented for each state and are classified according to selected sample characteristics.

Respondents in most of the states followed the general pattern in viewing local funding sources as of primary importance and in assigning secondary importance to Federal and state

Table 78

Respondents' Views of Sources of Funds for Educational Materials, by State and Selected Sample Characteristics

	Federal Funds	State Funds	Local Funds
Individual States			
Connecticut	89.0	33.3	97.6
Wisconsin	72.2	50.0	97.2
California	86.2	69.0	98.3
Montana	86.0	42.0	98.0
Ohio	94.3	74.3	31.4
Georgia	96.7	73.3	83.3
Texas	77.8	50.0	86.1
Florida	61.2	85.7	69.4
Indiana	63.3	33.3	90.0
North Carolina	91.4	88.6	88.6
State Textbook Selection Procedure			
Adoption	76.7	68.3	82.2
Nonadoption	80.4	48.5	83.4
Partial	86.2	69.0	98.3
Location Type of Respondents' Identifying Unit			
Urban	86.0	63.6	94.4
Suburb	78.2	50.9	72.7
Small Town/Rural	82.1	52.8	84.6
School System Enrollment			
Very Large	88.1	76.1	92.5
Large	84.2	67.5	92.1
Medium	77.4	46.8	81.6
Position of Respondent			
State Administrator	88.9	88.9	72.2
Local Administrator	82.0	62.5	89.1
Selection Committee Member	27.3	72.7	81.8
Bd. of Ed. Member or Nonprofessional	84.6	74.4	84.6
Curriculum/Materials Specialist	86.7	67.8	83.3
Teacher	71.4	42.9	84.8
Time in Present Position			
Less than 3 years	78.0	68.3	81.7
3 - 10 years	78.5	60.3	85.0
More than 10 years	82.1	55.8	89.5
Age of Respondent			
Less than 31	66.7	35.9	79.5
31 - 50	79.5	61.9	86.9
Over 50	85.4	65.2	82.0

sources. Ohio's sample is an exception to this, since a relatively low percentage of respondents mentioned local sources. Federal funds were perceived as most important by respondents in Ohio, Georgia, and North Carolina.

Adoption state respondents mentioned Federal sources of funds less frequently than those from partial or nonadoption states. The California sample mentioned Federal sources most frequently of respondents in the three types of states. State sources were cited by respondents in nonadoption states least frequently, an expected result in light of the fact that material selection processes in nonadoption states are subject to fewer state controls generally, and have less state involvement in materials selection than those from adoption states.

Respondents from very large and large systems tended to mention Federal, state, and local sources more than those from medium-sized systems. Urban respondents mentioned Federal funds most frequently by a small margin.

It is interesting to note that state administrators mentioned local sources of funds less than they mentioned Federal or state sources. In turn, local administrators mentioned state funding sources less than either Federal or local funds. These findings are understandable in terms of the hierarchial levels and the different perspectives of state and local respondents. The fact that selection committee members cited Federal sources of funds much less frequently than other types of respondents is another interesting result. Curriculum/materials specialists regarded Federal funds as most important by a slight margin. Teachers, on the other hand, believed that local funds were most important.

Respondents were also asked for their views of the effect which Federal funds have on the quantity and quality of materials. In terms of quantity of materials purchased, nearly 80 percent of the total sample expressed the view that more materials have been purchased since Federal funds were available. Sixteen percent of the respondents said Federal funds had resulted in a greater variety of products available, and five percent indicated that there had been no effect.

There is noticeably less consensus on the impact of Federal funds on the quality of educational materials. Forty-one percent felt that better quality materials had resulted, and 33 percent perceived no effect on quality as a consequence of the increased availability of Federal funds for materials. Eight percent felt that there has been a negative effect or that the quality of materials had actually declined.

In Table 79, these views have been categorized according to selected sample characteristics. Regarding the impact of Federal funds on the quantity of materials, a greater proportion of the respondents (91.4) from California than from either adoption or nonadoption states indicated that more materials have been bought. The percentage of respondents in nonadoption states who said that Federal funds had allowed them to purchase more materials was low (46.0) compared to percentages from other

Table 79

Respondents' Views of Impact of Federal Funds on Quantity and Quality of Educational Materials, by Selected Sample Characteristics

	State Textbook Selection Procedure			Location Type of Respondents' Identifying Unit			School System Enrollment			Position of Respondent						Time in Present Position			Age of Respondent		
	Adoption	Nonadoption	Partial	Urban	Suburb	Small town/ Rural	Very Large	Large	Medium	State Administrator	Local Administrator	Selection Committee Member	Bd. of Ed. Member or Nonprofessional	Curriculum/ Materials Specialist	Teacher	Less than 3 years	3-10 years	More than 10 years	Less than 31	31-50	Over 50
QUANTITY:																					
More Materials Bought	66.7	46.0	91.4	72.0	34.5	56.9	70.1	74.6	53.2	61.1	66.4	54.5	59.0	66.7	55.4	63.4	58.4	69.5	43.6	61.9	67.4
More Money for Innovative Materials	1.7	0.6	—	0.9	1.8	0.8	—	1.8	0.5	—	0.8	9.1	—	1.1	0.9	2.4	0.9	—	—	1.5	—
QUALITY:																					
No Perceived Effect	33.3	33.7	29.3	37.4	30.9	36.6	34.3	32.5	34.2	33.3	37.5	27.3	30.8	22.2	39.3	28.0	32.2	34.7	30.8	32.8	34.8
Better Quality Materials -	39.4	33.1	65.5	42.1	27.3	44.7	38.8	38.6	41.6	44.4	40.6	45.5	41.0	47.8	33.9	46.3	37.4	45.3	33.3	41.0	40.4
More Innovative Materials	1.1	1.8	—	0.9	3.6	—	3.0	0.7	1.1	—	0.8	—	—	2.2	0.9	—	0.9	3.2	—	1.5	1.1

types of systems. Respondents from urban and large systems more than respondents from suburban or small town and rural systems indicated that their systems had purchased more materials since Federal aid had been available. Local administrators and curriculum materials/specialists more than other types of respondents saw Federal funds as enabling the purchase of more materials.

As for the effects of Federal funds on the quality of materials, respondents in California indicated that better quality materials had resulted to a greater extent than respondents from either adoption or nonadoption states. Suburban respondents seemed to regard the impact of Federal funds on quality as less important compared to responses from urban communities and small towns and rural communities.

Approximately one-third of the teachers in our sample felt that better quality materials had resulted. Yet, teachers were the group giving the lowest percentage of responses in this category. Slightly more than one-third felt that there had been no effect at all on the quality of materials available in recent years, and they were the group giving the highest percentages in this category.

Comparison of Views About Materials and Other Dimensions of Selection Process

When the possible relationships between views about materials and degree of involvement in the selection process are considered, the data in Table 80 show that respondents who

Table 80

Comparison of Respondents' Views about Materials with Involvement in Selection Process and with Selection Criteria

	Selection Process Characteristics		Selection Criteria			
	Respondents' Degree of Involvement in the Selection Process		Respondents' Criteria		Respondents' Views of Final Decision Criteria	
	Much	Little	Learning Oriented	Nonlearning Oriented	Learning Oriented	Nonlearning Oriented
Important Types of Educational Products						
Hardware products only	54.1	67.2	72.1	63.9	54.1	68.9
Software products only	66.7	38.9	86.1	69.4	75.0	69.4
Specific brand name	57.3	46.7	82.7	72.0	69.3	68.0
Specific subject material	52.7	52.7	89.2	77.0	73.0	73.0
Products Purchased Regarded Most Important						
Programmed instruction materials	58.1	58.1	80.6	61.3	71.0	64.5
Learning labs	54.7	49.1	84.9	66.0	60.4	75.5
ETV, ITV, CCTV	56.1	63.4	70.7	58.5	73.2	70.7
CAI	50.0	87.5	62.5	75.0	62.5	87.5
AV Equipment	60.0	49.6	32.2	64.4	65.2	71.9
Systems approach materials	66.7	50.0	83.3	60.0	73.3	73.7
Degree of Use of New Materials						
Use daily	65.6	50.5	81.7	72.0	68.8	77.4
Use, but not daily	68.9	50.5	85.4	63.1	66.0	75.7
Reasons for Changes in Products Available						
Federal government interest and concern	52.9	54.3	80.0	72.9	75.7	72.9
More money available	59.2	56.0	82.4	68.0	70.4	72.0
Increased teacher interest and competence	61.8	52.9	83.3	74.5	69.6	77.5
Efforts of materials producers	70.9	49.1	87.3	63.6	69.1	76.4
Technological innovation	56.6	58.5	84.9	73.6	66.0	73.6

were less involved in selection cited "hardware" products or equipment as important more often than "software" products, and that those who were "much" involved in materials selection mentioned "software" or substantive materials more frequently.

In listing the products which their school systems have purchased that they regard as most important, respondents who are more highly involved in the selection process mentioned systems approach materials more frequently. To a greater extent, highly involved respondents also attributed changes in the kinds and range of available materials to increased teacher interest and competence and to efforts of materials producers.

Some interesting results emerge when views of materials are compared with selection criteria (Table 80). Respondents who employ learning-oriented criteria in materials selection mentioned specific subject materials more frequently than other respondents. Respondents who cited nonlearning-oriented criteria as final decision criteria listed "hardware" items to a greater extent than those who viewed learning-oriented criteria as the basis of selection.

Respondents who employed learning-oriented criteria in selecting materials seemed to indicate greater use of new products than other respondents. This group, to a greater extent than the other, also regarded the efforts of materials producers as a major factor accounting for changes in products available. On the other hand, a larger percentage of respondents with nonlearning-oriented final decision criteria viewed changes in materials as resulting from increased teacher competence, efforts of materials producers, and technological innovation.

Information About Materials

The sources from which individuals involved in the selection process learn about educational materials and the amount and kinds of information available to them are other important dimensions of materials selection. These aspects of materials selection may be closely related both to a respondent's views about products and to the pattern of selection processes in various localities.

Data presented in this section describe (1) respondents' general sources of information about educational materials; (2) their sources of information for specific types of products; (3) the amount and kinds of information they had prior to materials selection; and (4) some possible relationships between information sources and other dimensions of the selection process.

General Information Sources

When asked to describe the ways in which they obtained information about educational products (Table 81), more than 50 percent of the total sample listed each of the following information sources: (a) displays and exhibits at conferences and professional meetings (58.4 percent); (b) conversations with other educational professionals, such as teachers or curriculum specialists (54.9 percent); (c) journals and periodicals (50.9

Table 81

Sources of Information about Materials, for Total Sample and by State

	Total Sample	Connecticut	Wisconsin	California	Montana	Ohio	Georgia	Texas	Florida	Indiana	North Carolina
Displays and Exhibits	58.4	42.9	44.4	75.9	70.0	65.7	76.7	50.0	36.7	63.3	57.1
Conversations with Educational Professionals	54.9	59.5	55.6	70.7	68.0	28.6	43.3	36.1	63.3	30.0	68.6
Journals and Periodicals	50.9	52.4	72.2	62.1	52.0	60.0	53.3	30.6	26.5	53.3	48.6
Salesmen and Company Representatives	50.4	47.6	41.7	32.8	64.0	62.9	56.7	50.0	51.0	66.7	40.0
Advertising Circulars	41.4	38.1	61.1	41.4	44.0	45.7	13.3	38.9	34.7	53.3	42.9

percent); and (d) salesmen and company representatives (50.4 percent).

California, Montana, Ohio, and Georgia samples showed a pattern similar to that of the total sample in mentioning displays and exhibits most frequently as an important information source. In Georgia 76.7 percent of the respondents mentioned displays and exhibits as important information sources; this was the highest percentage accorded any category of information sources in any of the states. On the other hand, Georgia's respondents also have recorded the lowest percentage for any category of information sources--13.3 percent noted advertising circulars. Respondents in Connecticut, Florida, and North Carolina, mentioned conversations with other educational professionals most frequently, and Wisconsin respondents cited journals and periodicals as their most important information sources. Texas respondents considered materials salesmen and company representatives and displays and exhibits as their most important sources of information. In Indiana salesmen and company representatives ranked first as information sources.

In analyzing general patterns of information sources for educational materials, the information sources mentioned by respondents have been classified into two types: (1) information from personal sources, such as salesmen and company representatives and conversations with other educational professionals, and (2) information from nonpersonal sources, such as displays and exhibits, journals and periodicals, and advertising circulars.

Table 82 shows the average number of personal or nonpersonal sources of information per respondent given by respondents in each category. Data are are presented for individual state samples and by selected sample characteristics. The states are ranked according to the average number of personal information sources noted by respondents, from the highest average to the lowest. In Montana and Florida there are relatively large differences between the numbers for personal and nonpersonal sources of information with the former receiving a higher rating. According to the averages, Wisconsin respondents mentioned both types of information sources with equal frequency. Texas was the only state in which respondents cited more nonpersonal than personal sources of information.

In all categories of selected sample characteristics, with the exception of "teachers" and "those under 31 years of age," averages are higher for personal than for nonpersonal information sources (Table 82). However, there is a considerable range of averages for personal information sources from a high of 1.28 given by local administrators to a low of .64 for those under 31 years of age. The averages for nonpersonal information sources range from .99 to .56.

Personal information sources about materials have been categorized as either educational professionals or nonprofessionals. The professional category includes teachers, administrators, and curriculum/materials specialists, whereas the nonprofessional category includes salesmen and company representatives, as well

Table 82

Comparison of Personal and Nonpersonal Information Sources, by State and Selected Sample Characteristics

	Personal Sources of Information	Nonpersonal Sources of Information	Difference
Individual States			
Montana	1.32	.94	+.38
Florida	1.14	.69	+.45
North Carolina	1.08	.82	+.24
Connecticut	1.07	.85	+.22
California	1.03	.94	+.09
Georgia	1.00	.90	+.10
Wisconsin	.97	.97	—
Indiana	.96	.93	+.03
Ohio	.91	.88	+.03
Texas	.86	.88	-.02
State Textbook Selection Procedure			
Adoption	1.02	.83	+.09
Nonadoption	1.09	.91	+.18
Partial	1.03	.95	+.08
Location Type of Respondents' Identifying Unit			
Urban	1.05	.92	+.13
Suburb	.93	.89	+.04
Small Town/Rural	1.11	.89	+.22
School System Enrollment			
Very Large	1.06	.88	+.18
Large	1.13	.99	+.22
Medium	1.01	.88	+.13
Position of Respondent			
State Administrator	1.06	.72	+.34
Local Administrator	1.28	.91	+.37
Selection Committee Member	1.09	.82	+.27
Bd. of Ed. Member or Nonprofessional	.77	.56	+.21
Curriculum/Materials Specialist	1.02	.92	+.10
Teacher	.90	.96	-.06
Time in Present Position			
Less than 3 years	.99	.85	+.14
3 - 10 years	1.06	.90	+.16
More than 10 years	1.08	.88	+.20
Age of Respondent			
Less than 31	.64	.87	-.23
31 - 50	1.13	.89	+.24
Over 50	1.01	.88	+.13
Sex of Respondent			
Male	1.09	.85	+.24
Female	.98	.95	+.03

as lay members of boards of education and members of organized interest groups.

In Table 83 states are ranked according to the average number of responses per person, from highest to lowest, for professional information sources. In six of the ten states, the averages for professional information sources were higher than those for nonprofessional information sources.

When professional and nonprofessional information sources are categorized according to selected characteristics of the sample, there are a number of interesting results (Table 84). Although there are few differences between the use of professional and nonprofessional personnel as information sources for respondents in adoption and nonadoption states, California respondents have listed professionals as information sources by more than two to one. Respondents from urban areas and from very large and large school systems also have a considerably higher average for professional information sources. According to the breakdown by educational role, selection committee members and curriculum/materials specialists have cited nonprofessionals as information sources more frequently than professionals. There is no difference in information sources for local administrators, and a very slight difference in favor of professional information sources for state administrators. Teachers, as the averages show, regard professional information sources as more important than nonprofessional sources; however, the greatest discrepancy in averages appears in the case of board of education members.

Table 83

Comparison of Professional and Nonprofessional Personal Information Sources, by State

	Professional	Nonprofessional
California	.70*	.32
Montana	.68	.64
North Carolina	.68	.40
Florida	.63	.51
Connecticut	.59	.47
Wisconsin	.55	.41
Georgia	.43	.56
Texas	.36	.50
Indiana	.30	.66
Ohio	.28	.62

* Average number of responses per person in this category.

Table 84

Comparison of Professional and Nonprofessional Information Sources, by Selected Sample Characteristics

	Professional	Nonprofessional
State Textbook Selection Procedure		
Adoption	.50*	.52
Nonadoption	.55	.55
Partial	.71	.33
Location Type of Respondents' Identifying Unit		
Urban	.65	.40
Suburban	.47	.46
Small town/Rural	.52	.59
School System Enrollment		
Very large	.64	.42
Large	.66	.47
Medium	.48	.53
Position of Respondent		
State Administrator	.56	.50
Local Administrator	.64	.64
Selection Committee Member	.46	.64
Board of Education Member or Nonprofessional	.67	.10
Curriculum/Materials Specialist	.41	.61
Teacher	.53	.38
Time in Present Position		
Less than 3 years	.43	.56
3 - 10 years	.59	.47
More than 10 years	.56	.53
Age of Respondent		
Less than 31 years	.52	.56
31 - 50 years	.54	.47
Over 50 years	.41	.23
Sex of Respondent		
Female	.60	.38
Male	.53	.56

*Average number of responses per person in this category.

Persons in this role cite professional information sources in a ratio of six to one over nonprofessional information sources.

Length of time that persons have been in their positions and age of respondents are not important differentiating factors, except that those over 50 are about twice as likely to use professionals as information sources as those in any other age group. Respondents' sex was a variable in influencing the sources of information about materials; women respondents mentioned educational professionals as sources of information almost twice as frequently as they cited nonprofessionals and much less frequently than men cited nonprofessionals.

Information Sources for Specific Products

Respondents' views of the most important sources of information for two specific types of products, textbooks and audiovisual equipment, were also described. These products were chosen for special attention since they are the most commonly purchased materials in all school systems. They also represent major distinctions between major types of products which may have different selection patterns and procedures, particularly in adoption states.

Four kinds of information sources were mentioned by respondents: salesmen and company representatives, displays and exhibits, journals and periodicals, and conversations with educational professionals (Tables 85 and 86). For the total sample there was very little difference among information sources

Table 85

Major Information Sources for Specific Products: Textbooks, for Total Sample and by State

	Total Sample	Connecticut	Wisconsin	California	Montana	Ohio	Georgia	Texas	Florida	Indiana	North Carolina
Salesmen and Company Representatives	39.2	35.7	41.7	32.8	58.0	37.1	56.7	38.9	30.6	53.3	11.4
Displays and Exhibits	38.7	19.0	27.8	74.1	40.0	40.0	63.3	33.3	14.3	50.0	17.1
Journals and Periodicals	33.4	16.7	41.7	60.3	36.0	31.4	43.3	25.0	10.2	53.3	17.1
Conversations with Educational Professionals	33.2	23.8	22.2	65.5	46.0	17.1	43.3	27.8	16.3	23.3	28.6

Table 86

Major Information Sources for Specific Products: AV Equipment, for Total Sample and by State

	Total Sample	Connecticut	Wisconsin	California	Montana	Ohio	Georgia	Texas	Florida	Indiana	North Carolina
Salesmen and Company Representatives	34.7	23.8	36.1	32.8	42.0	40.0	50.0	47.2	12.2	63.3	14.3
Displays and Exhibits	40.1	11.9	25.0	75.9	52.0	34.3	80.0	36.1	6.1	60.0	20.0
Journals and Periodicals	32.7	14.3	41.7	62.1	36.0	17.1	50.0	25.0	8.2	50.0	20.0
Conversations with Educational Professionals	34.4	21.4	30.6	69.0	44.0	8.6	36.7	30.6	20.4	26.7	37.1

reflected in the distribution of responses; each of the four categories of information sources was mentioned by approximately one-third of the total sample.

Some differences are apparent within and among the ten states in the responses for textbooks (Table 85). In four of the states, Connecticut, Montana, Texas, and Florida, salesmen and company representatives received the highest percentage of any of the information sources. In two of the states, Wisconsin and Indiana, journals and periodicals and salesmen and company representatives received equal percentages. In three other states, California, Ohio, and Georgia, displays and exhibits at conferences or conventions were regarded by the highest percentage of respondents as the most important information sources for textbooks. In North Carolina conversations with other educational professionals ranked highest.

Respondents in California, Montana, and Georgia mentioned displays and exhibits as their most important information source for audiovisual equipment (Table 86). Wisconsin respondents mentioned journals and periodical advertising as their most important information source for audiovisual equipment, although the percentage difference between this information source and the next most frequently mentioned, salesmen and company representatives, is not very large.

Comparing respondents' views of their major information sources for textbooks (Table 85) with those of major information sources for audiovisual equipment (Table 86), differences for the total sample are very small. Displays and exhibits received a slightly higher percentage of mentions for audiovisual equipment than for textbooks, whereas salesmen and company representatives were mentioned by a slightly higher percentage of respondents as information sources for textbooks. In Connecticut and Texas salesmen and company representatives were mentioned most frequently as information sources for both audiovisual equipment and textbooks. In summary, in seven of the states (Connecticut, Wisconsin, California, Georgia, Texas, Indiana, North Carolina) respondents indicated no difference between what is considered the most important information source for textbooks and what is considered the most important information source for audiovisual equipment. Differences occur in Montana, Ohio, and Florida, but the percentage differences are not very great. The data in Tables 85 and 86 also show that respondents in many of the states rely on multiple information sources for both types of products.

Amount and Kinds of Information About Products Prior to Selection

To attempt to understand the bases on which products are evaluated prior to selection, respondents were asked to describe the amounts of information and the kinds of information about products available to them. They were also asked whether they felt that the amount and the kinds of information they had were adequate for their role in the selection process, and if not, what additional information they would like to have about educational materials.

With regard to the amount of information, 3.2 percent of the total sample said they had very little, 13.2 percent said they had some, and nearly 23 percent felt that they possessed quite a bit or a great deal of information about the products. When these data were regrouped according to states (Table 87), respondents in Connecticut and Texas showed the highest percentages of respondents who felt that they had very little information about products prior to selection. There were no respondents from Florida and North Carolina in this category, and the numbers and percentages of respondents from other states in this category are quite small. At the other end of the spectrum, the percentages of respondents indicating that they had a great deal of information about products ranges from 1.7 in California to 23.8 in Connecticut. The most frequent response in Montana, Texas, Florida, and Georgia was that respondents had quite a bit of information about products. Respondents in North Carolina did not answer this question, and only a very small percentage of respondents in California answered.

In listing the kind of information available prior to selection, the largest percentage of the total sample indicated that they had information on the performance and effectiveness of particular products available to them. Fewer respondents indicated that they had information on teachers' responses to materials; other responses were cited by fewer than five percent of the total sample.

Table 87

Amount of Information about Products, by State

	Very Little Information	Some Information	Quite a Bit of Information	A Great Deal of Information
Connecticut	9.5	19.0	19.0	23.8
Wisconsin	2.8	25.0	22.0	8.3
California	1.7	1.7	1.7	1.7
Montana	2.0	6.0	24.0	2.0
Ohio	2.9	48.6	28.6	8.6
Georgia	3.3	6.7	10.0	3.3
Texas	8.3	2.8	22.2	8.3
Florida	--	16.3	26.5	12.2
Indiana	3.3	13.3	13.3	3.3
North Carolina	--	--	--	--

Table 88 presents the responses from the state samples on kinds of information respondents have prior to selection. Respondents in Connecticut, Indiana, and Wisconsin listed information about the performance and effectiveness of materials as being available to them more frequently than did respondents from other states. California and Florida respondents, on the other hand, felt that they had more knowledge about teachers' responses to materials. Respondents in Indiana had relatively high percentage figures in all categories, and they indicated that they had information on student responses to materials to a greater extent than other respondents. In Table 88, the kinds of information that respondents said they had are also categorized according to the selected sample characteristics.

Respondents' views of the adequacy of the information available to them are presented in Table 89. In seven states higher percentages of respondents felt that the amount of information they had was sufficient. Of these seven, California, Montana, and Texas respondents felt that the amount of information was sufficient to a greater degree. In Ohio, Indiana, and Wisconsin a larger percentage perceived that the information they had was insufficient, with a difference of 40 percent in the Wisconsin sample.

A greater percentage of respondents in nonadoption states felt that the information they had was insufficient for their role in the material selection process. Urban respondents seemed to feel that the information they had was sufficient to

Table 88

Respondents' Views of Kinds of Information Prior to Selection, by State and Selected Sample Characteristics

	Information About		
	Performances & Effectiveness	Teacher's Response	Student's Response
Individual States			
Connecticut	38.0	7.0	5.0
Wisconsin	22.0	6.0	—
California	14.0	38.0	—
Montana	14.0	4.0	—
Ohio	—	3.0	—
Georgia	10.0	10.0	—
Texas	19.0	8.0	—
Florida	12.0	27.0	—
Indiana	23.0	23.0	33.0
North Carolina	17.0	9.0	—
State Textbook Selection Procedure			
Adoption	16.0	16.0	1.0
Nonadoption	18.0	5.0	1.0
Partial	14.0	38.0	—
Location Type of Respondents' Identifying Unit			
Urban	14.0	21.0	2.0
Suburb	13.0	—	—
Small Town/Rural	16.0	22.0	—
School System Enrollment			
Very Large	22.0	19.0	—
Large	13.0	14.0	2.0
Medium	16.0	15.0	5.0
Position of Respondent			
State Administrator	28.0	11.0	—
Local Administrator	19.0	21.0	—
Selection Committee Member	18.0	18.0	—
Bd. of Ed. Member or Nonprofessional	8.0	18.0	—
Curriculum/Materials Specialist	19.0	11.0	2.0
Teacher	13.0	11.0	1.0
Time in Present Position			
Less than 3 years	21.0	12.0	—
3 - 10 years	12.0	16.0	1.0
More than 10 years	25.0	15.0	—
Age of Respondent			
Less than 31	8.0	8.0	—
31 - 50	17.0	14.0	1.0
Over 50	19.0	20.0	—
Sex of Respondent			
Male	20.0	33.0	15.0
Female	10.0	67.0	13.0

Table 89

Respondents' Views of Adequacy of Information Prior to Selection, by State and Selected Sample Characteristics

	Sufficient	Insufficient
Individual States		
Connecticut	55.0	36.0
Wisconsin	31.0	72.0
California	72.0	22.0
Montana	60.0	20.0
Ohio	40.0	54.0
Georgia	57.0	40.0
Texas	61.0	33.0
Florida	53.0	33.0
Indiana	37.0	50.0
North Carolina	49.0	29.0
State Textbook Selection Procedure		
Adoption	52.0	36.0
Nonadoption	48.0	43.0
Partial	72.0	22.0
Location Type of Respondents' Identifying Unit		
Urban	63.0	26.0
Suburb	46.0	49.0
Small Town/Rural	55.0	37.0
School System Enrollment		
Very Large	52.0	28.0
Large	56.0	34.0
Medium	52.0	41.0
Position of Respondent		
State Administrator	44.0	50.0
Local Administrator	62.0	29.0
Selection Committee Member	64.0	18.0
Bd. of Ed. Member or Nonprofessional	56.0	23.0
Curriculum/Materials Specialist	52.0	33.0
Teacher	46.0	52.0
Time in Present Position		
Less than 3 years	54.0	37.0
3 - 10 years	50.0	41.0
More than 10 years	60.0	30.0
Age of Respondent		
Less than 31	41.0	62.0
31 - 50	52.0	38.0
Over 50	63.0	23.0
Sex of Respondent		
Male	56.0	35.0
Female	48.0	42.0

a much greater extent than respondents from either suburbs or small towns or rural areas. Respondents from suburbs were the only one of these three groups in which a higher percentage of respondents felt that the information they had was insufficient. Respondents from very large, large, and medium-sized school systems gave a majority of responses which indicated that they felt the kinds and amounts of information they had were sufficient. Among the educational roles, selection committee members, members of boards of education, local administrators, and curriculum and materials specialists seemed to be satisfied with the amount of information they had. On the other hand, a slight majority among state administrators and teachers felt that they had insufficient information about products prior to selection. Those who had been in their positions more than ten years appeared to be relatively more satisfied with the amount and kinds of information they had about their products, and those who were over 50 years of age also felt relatively more satisfied with the amount of information they had than did younger respondents.

When those who had indicated that the information they had prior to selection was insufficient were asked to list additional information they would like to have, 14.7 percent listed more information on the performance and the effectiveness of materials. Another 11.5 percent wanted additional information on where the materials had been used and by whom. Less than 10 percent of the sample mentioned knowledge about additional products, advice from professionals, consultants, or specialists, and more trials or demonstrations of materials. Thus, while substantial percentages in different categories of the sample indicated that they wished to have additional information about products, fewer of them were able to specify precisely what kinds of information they would like.

Relationships Between Types of Information Sources and Other Dimensions of Materials Selection

The amount and kinds of information about the products available to an individual in the school systems may be related to both his degree of involvement in the selection process and his knowledge and opinions about different kinds of educational materials. Illustrations of the possible relationship between these kinds of variables are presented by data for the total sample (Table 90). The comparison of respondents' degree of involvement in the selection process with kinds of information sources is indicated by the average number of responses per person in these categories. For example, respondents who were highly involved in materials selection gave, on the average, fewer than one response per person indicating that professional personnel were the principal sources of information about materials for them.

The data presented in Table 91 seem to indicate that there is no difference between the use of different sources of information and knowledge about materials. In other words, the averages for those using professional and nonprofessional personal sources and those using nonpersonal sources of information are nearly identical.

Table 90

Comparison of Sources of Information with Involvement in Selection Process

Sources of Information	Respondent's Degree of Involvement in the Selection Process Generally	
	Much	Little
Personal-Professional (conversations with other educational professionals)	0.6*	0.6
Personal-Nonprofessional (salesmen, company representatives)	0.6	0.6
Personal Both professional and nonprofessional	1.2	1.2
Nonpersonal (circulars, pamphlets, journals, periodicals, displays, exhibits, catalogues, education information services)	0.9	0.9

*Average number of responses per person in this category.

Table 91

Comparison of Sources of Information with Knowledge about Materials

Sources of Information

	Personal		Nonpersonal
	Professional	Nonprofessional	
	Conversations with Educational Professionals	Salesmen, Company Representatives	Circulars, Pamphlets, Journals, Periodicals, Displays, Exhibits, Catalogues, Education Information Service
Knowledge About Materials	4.2*	4.1	
	4.15		4.2

* Average number of responses per person in this category.

There are a number of points which emerge from the data presented in Table 92 which compares information sources and types of information with views about materials. For example, the percentage of those mentioning brand names is higher for those respondents who also have listed nonprofessionals (primarily company representatives) as their principal personal information sources. Those who use personal sources as their major sources of information about materials also rank higher in mentioning specific brand names, specific subject materials, and different types of products than do respondents who have listed nonpersonal sources as their principal means of obtaining information about materials.

Respondents from school systems which have purchased ETV, ITV, or CCTV systems indicate, in general, a greater use of personal rather than nonpersonal sources of information. These respondents are more likely than other groups to have information about a product's performance and effectiveness and about teachers' responses to that product.

Respondents who list programmed instruction material and systems approach materials as the most important new purchases made by their systems in recent years are individuals who also have indicated that they received more of the information about products, which they obtained from personal sources, from salesmen and company representatives. Another statistic reflected in the data in Table 92 is that, of those who felt that programmed instruction materials are the most important new

Table 92

Comparison of Information Sources and Kinds of Information with Views of Materials

	General Information Sources				Kinds of Information Prior to Selection			Additional Information Desired
	Personal			Nonpersonal				
	Professional	Nonprofessional	Professional & Nonprofessional					
	Conversations with other Education Professionals	Salesmen, Company Representatives	Combined Total	Circulars, Pamphlets, Journals, Periodicals, Displays, Exhibits, Catalogs, Educ. Info. Service	Performance & Effectiveness	Teacher's Response	Student's Response	On Performance & Effectiveness &/or Scope & Range of Use
Important Types of Educational Products								
Hardware products only	55.7	41.0	96.7	90.2	11.5	16.4	—	19.7
Software products only	55.6	47.2	102.8	88.9	11.1	13.9	2.8	25.0
Both hardware & software products	54.6	55.8	110.4	89.6	18.8	15.8	0.8	23.3
Specific brand names	49.3	62.7	112.0	96.0	14.7	9.3	—	18.7
Specific subject materials	55.4	56.8	112.2	91.9	17.6	12.2	1.4	16.2
Specific New Purchases								
ETV, ITV, CCTV	58.6	46.0	102.6	88.5	19.5	25.3	--	17.2
CAI	44.4	44.4	88.8	88.9	11.1	11.1	--	16.7
AV equipment	53.8	49.8	103.6	91.5	15.2	14.3	1.3	22.4
Products Purchases Regarded Most Important								
Programmed instruction materials	48.4	61.3	109.7	90.3	22.6	12.9	—	32.2
Learning labs.	50.9	50.9	101.8	88.7	18.9	7.5	—	18.9
ETV, ITV, CCTV	61.0	46.3	107.3	85.4	24.4	19.5	—	12.2
CAI	50.0	37.5	87.5	62.5	12.5	25.0	—	—
AV equipment	51.1	54.8	105.9	88.9	14.8	14.1	--	20.7
Systems approach materials	53.3	70.0	123.3	90.0	30.0	30.0	6.7	26.7

materials, 32 percent also felt that they required additional information on the performance, effectiveness, or scope of use of these materials. Of those respondents mentioning systems approach materials as most important, 26 percent also indicate the need for these types of additional information. However, respondents who mentioned systems approach materials as most important, 26 percent also indicate the need for these types of additional information. However, respondents who mentioned systems approach materials also were among those who had most information prior to selection about performance and effectiveness and teachers' responses.

Summary of Survey Materials

This chapter has presented data gathered from a survey of materials selection practices and procedures in ten states. Responses to survey questions provide data on patterns of influence, involvement, and characteristics of the materials selection process in the ten states as well as respondents' perceptions of the criteria for selection, constraints on selection, strengths and weaknesses in selection practices, and changes that they would suggest in the selection procedures in their states. In addition, views about certain types of materials, with special emphasis on new materials introduced in the past five years, were surveyed. The survey also attempted to determine how participants in the selection process received their information about products, the amounts and kinds of information available to them, and their views of its adequacy for their roles in materials selection. Tables 93, 94, and 95 present summaries of the findings for each of these three major dimensions of materials selection.[2] Although these data treat the materials selection process in consi-erable depth in the areas surveyed, they still present only a portion of the total picture of materials selection in the United States.

---

[2] In each of these three tables responses which received equal percentages of mentions appear on the same line and are shown in brackets. The responses have been systematically selected taking into account proportionate variations.

Table 93

Summary of Data on Materials Selection Process

	Selection Process Characteristics		Amount of Choice Among Products	Respondent Selection Criteria	Final Decision Criteria
Connecticut	Group choice, teachers	Multi-stage process (3 or more steps)	Almost complete freedom of choice	Relevance to curriculum Relevance to school needs	Cost
Wisconsin	Individual choice, teacher group choice, teachers	Multi-stage process (2 or more steps) Sample of material available for review	Almost complete freedom of choice	Relevance to curriculum	Suitability
California	Group choice, teachers	Multi-stage process (3 or more steps)	Almost complete freedom of choice	Relevance to curriculum	Cost
Montana	Group choice, teachers and administrators	Multi-stage process (3 or more steps)	Almost complete freedom of choice	Relevance to curriculum Cost Amount of use product will have	Cost
Ohio	Group choice, teachers and administrators	Multi-level process (school, district and city)	Almost complete freedom of choice	Relevance to curriculum	Cost
Georgia	Group choice, teachers and administrators	Multi-stage process (2 or more steps) Demonstration or preview of material	A wide range of choice from a prepared list Almost complete freedom of choice	Relevance to curriculum Durability	Perceived needs Cost
Texas	Group choice, teachers and administrators	Multi-stage process (3 or more steps)	A wide range of choice from a prepared list Almost complete freedom of choice	Relevance to curriculum Contribution to learning process & educational objectives	Cost
Florida	Group choice, teachers and administrators	Multi-stage process (3 or more steps) Multi-unit selection	Almost complete freedom of choice	Relevance to curriculum Relevance to school needs Contribution to learning process & educational objectives	Perceived needs Suitability Utility Cost
Indiana	Group choice, teachers and administrators	Multi-stage process (3 or more steps)	A wide range of choice from a prepared list	Relevance to curriculum	Cost
North Carolina	Group choice, teachers and administrators Group choice, administrators	Multi-unit selection Multi-level process (school, district and city)	A wide range of choice from a prepared list	Relevance to school needs Ease of operation Relevance to curriculum Durability	Cost

Table 93 continued

	Influence Rankings (Rated 1)	Influence Rankings		Involvement in Selection Process General
		Textbooks	AV Equipment	
Connecticut	Individual teacher	No difference	No difference	Makes official recommendation as specialist or administrator
Wisconsin	Individual teacher	No difference	No difference	Member of committee to select materials Makes selection as individual for individual or classroom use
California	Individual teacher	No difference	No difference	Member of committee to select materials Makes official recommendation as specialist or administrator Member of committee to recommend materials
Montana	Individual teacher District Superintendent	No difference	No difference	Makes official recommendations as specialist or administrator
Ohio	Individual teacher	No difference	No difference Administrators (Principals, Superintendents, etc.) have more	Makes unofficial recommendations
Georgia	Individual teacher	No difference	No difference	Makes official recommendation as specialist or administrator
Texas	Individual teacher	No difference	No difference	Member of committee to select materials
Florida	Individual teacher	State level selection Higher levels of education system have more	No difference Lower levels of education system have more	Member of committee to select materials
Indiana	Department Selection Committee	State level selection	No difference	Member of committee to select materials Makes official recommendation as specialist or administrator
North Carolina	State selection committee	No difference Higher levels of education system have more	No difference	Makes official recommendation as specialist or administrator

Table 93 continued

	Constraints on Selection Process	Strengths of System of Selection	Weaknesses in System of Selection	Changes Suggested
Connecticut	Financial/Economic	Teacher involvement	Time constraints Limits of individual knowledge - individual biases	No changes mentioned
Wisconsin	Financial/Economic	Teacher involvement Amount of freedom	Limits of individual knowledge - individual biases	No changes mentioned
California	Financial/Economic	Teacher involvement	Time constraints Not enough professional, specialized advice	No changes mentioned General procedural changes
Montana	Financial/Economic	Teacher involvement	Time constraints	No changes mentioned
Ohio	Financial/Economic	Teacher involvement	Limits of individual knowledge - individual biases Insufficient information about products	No changes mentioned
Georgia	Legal Financial/Economic	Teacher involvement	Too centralized, not enough freedom of choice Insufficient information about products	No changes mentioned
Texas	Financial/Economic No perceived constraints	Teacher involvement	Not enough professional, specialized advice	No changes mentioned
Florida	Financial/Economic	Teacher involvement	Time constraints	No changes mentioned Make system less centralized and more individualized General procedural changes
Indiana	Financial/Economic No perceived constraints	Teacher involvement	Limits of individual knowledge - individual biases	No changes mentioned
North Carolina	Financial/Economic Legal	Familiarity with materials amount of information Teacher involvement	Too centralized - not enough freedom of choice	Make system less centralized and more individualized

Table 94

Summary of Data on Educational Materials

	Most Important Types of Educational Products Introduced in Past 5 Years	Specific New Products Purchased	Specific Products Which Have Become More Important in Last 5 Years	Major Changes in 1958-68 Period	Perceived Causes of Change	Prediction of Specific Trends - More Emphasis On and Use of
Connecticut	AV materials AV equipment	AV materials AV equipment	AV materials AV equipment	More materials available More variety in product available	More progressive educational leadership Educational philosophy	AV equipment AV materials ETV, ITV, CCTV
Wisconsin	AV materials AV equipment	AV materials AV equipment	AV materials AV equipment	More materials available More variety in product available	More progressive educational leadership	AV equipment ETV, ITV, CCTV
California	AV equipment ETV, ITV, CCTV AV materials	AV equipment AV materials	AV materials AV equipment	More materials available More variety in product available	More money available Educational Philosophy	Individualized instruction
Montana	AV equipment AV materials	AV equipment AV materials	AV materials AV equipment Library books	More materials available	Increased teacher interest and competence	ETV, ITV, CCTV
Ohio	AV equipment	AV equipment	AV materials AV equipment	More materials available	More money available	ETV, ITV, CCTV
Georgia	AV materials AV equipment Programmed instruction Learning Labs	AV materials AV equipment Learning Labs Programmed instruction	AV equipment AV materials	More variety in products available More materials available	Federal government interest and concern	ETV, ITV, CCTV
Texas	AV equipment AV materials	AV equipment	AV equipment AV materials	More materials available	More money available	ETV, ITV, CCTV
Florida	AV equipment AV materials ETV, ITV, CCTV Improved texts	AV equipment Improved texts	AV materials	More materials available	Educational Philosophy More money available	Individualized instruction ETV, ITV, CCTV
Indiana	AV equipment AV materials ETV, ITV, CCTV	AV equipment	AV equipment AV materials	More materials available	More money available Educational Philosophy Increased teacher interest and competence	Individualized instruction
North Carolina	Programmed instruction ETV, ITV, CCTV AV equipment	AV equipment ETV, ITV, CCTV Programmed instruction	AV materials AV equipment	More materials available	More money available	ETV, ITV, CCTV Individualized instruction Multi-media units

Table 95

Summary of Data on Information About Materials

	General Information Sources	Specific Information Sources	
		Textbooks	AV equipment
Connecticut	Conversations with other education professionals Journals & periodicals Salesmen & company representatives Display & exhibits	Salesmen & company representatives	Salesmen & company representatives Conversations with other education professionals Advertising circular & pamphlets
Wisconsin	Journals & periodicals Advertising circulars and pamphlets Conversations with other education professionals	Salesmen & company representatives Journals & periodicals	Journals & periodicals Advertising circulars & pamphlets Salesmen & company representatives
California	Displays & exhibits Conversations with other education professionals Journals & periodicals	Displays & exhibits Conversations with other education professionals Journals & periodicals	Displays & exhibits Conversations with other education professionals Journals & periodicals
Montana	Displays & exhibits Conversations with other education professionals Salesmen & company representatives	Salesmen & company representatives	Displays & exhibits Conversations with other education professionals
Ohio	Displays & exhibits Salesmen & company representatives Journals & periodicals	Displays & exhibits Salesmen & company representatives Journals & periodicals Advertising circulars & pamphlets	Salesmen & company representatives Displays & exhibits
Georgia	Displays & exhibits Salesmen & company representatives Journals & periodicals Conversations with other education professionals	Displays & exhibits Salesmen & company representatives	Displays & exhibits Salesmen & company representatives Journals & periodicals
Texas	Salesmen & company representatives Displays & exhibits	Salesmen & company representatives Displays & exhibits	Salesmen & company representatives
Florida	Conversations with other education professionals Salesmen & company representatives Official recommendations	Salesmen & company representatives Official recommendations	Conversations with other education professionals
Indiana	Salesmen & company representatives Displays & exhibits Journals & periodicals Advertising circulars & pamphlets	Salesmen & company representatives Displays & exhibits Journals & periodicals Advertising circulars & pamphlets	Salesmen & company representatives Displays & exhibits Journals & periodicals Advertising circulars & pamphlets
North Carolina	Conversations with other education professionals Displays & exhibits Journals & periodicals	Official recommendations Conversations with other education professionals	Conversations with other education professionals

Table 95 continued

	Amount of Information About Products*	Kinds of Information	Adequacy of Information	Additional Informat Desired
Connecticut	A great deal of information	Information on performance & effectiveness Information from demonstrations & previews	Sufficient information	Sufficient informati
Wisconsin	Some information	Information from samples Information from demonstrations & previews Information from advertising literature	Sufficient to make decisions but not as much as needed or wanted	Information on per ance & effective
California	(Insufficient sample data)	Information from advertising literature Information about cost Information from samples	Sufficient information	Sufficient informati
Montana	Quite a bit of information	Information from samples Information from advertising literature Information from demonstrations & previews	Sufficient information	Sufficient informati
Ohio	Some information	(Insufficient sample data)	Sufficient information Sufficient to make decision but not as much needed or wanted	Sufficient informati
Georgia	Quite a bit of information	Information from demonstrations & previews Information from advertising literature Information from recommendations of others who have used material	Sufficient information	Information on pr ance & effectie Sufficient informati
Texas	Quite a bit of information	Information from advertising literature	Sufficient information	Sufficient informatio
Florida	Quite a bit of information	Information from advertising literature, samples, and recommendations Information about teacher's response	Sufficient information	Sufficient informatio
Indiana	Some information Quite a bit of information	Information from advertising literature Information from demonstrations & previews	Sufficient to make decision but not as much needed or wanted Sufficient information	Information on perfo ance effectivenes More demonstrations Information on scope & range of use
North Carolina	(No sample data)	Information from samples	Sufficient information	Sufficient informatio

*Only the highest percentage response recorded.

CHAPTER IV

MATERIALS PRODUCERS' PERCEPTIONS OF THE SELECTION PROCESS

CHAPTER IV

MATERIALS PRODUCERS' PERCEPTIONS OF THE SELECTION PROCESS

A perspective on the materials selection process often omitted in discussions is that of the producers of materials. Yet, it has been suggested that the views of marketing managers and sales personnel from the materials industries on who makes selection decisions for school systems at all levels may affect the pattern of influence in selection. The perceptions which structure the activities of salesmen may serve, therefore, to reinforce existing patterns or to initiate changes in patterns of materials selection.

How do those individuals who manufacture and sell educational materials to schools describe the ways in which materials are selected? Whom do materials producers regard as most influential in determining which materials are selected to be purchased? How do they think state systems and local school systems differ in their selection practices? What differences do they perceive in selection practices according to the type of product? To the level of instruction? To subject matter? Is there consensus among the industry's representatives on these questions, or do they differ according to the company's size, product line, or orientation?

IED's study sought answers to these questions using two methods, one quite structured and one relatively unstructured. Data on the materials selection process gathered by both methods are presented in this chapter in four sections: (1) locus of influence in the fifty states, (2) producers' views of criteria, (3) strategies and tactics of producers, and (4) constraints, strengths, weaknesses, and trends in materials selection processes.

Locus of Influence in the Fifty States

On the structured instruments the rankings made by producers' representatives of the relative influence of individuals and groups in the fifty states correspond quite closely to the formal allocation of decision-making power contained in state statutes. For the rigid adoption states and laissez-faire states, the end points on a continuum of centralized decision making, state-level selection committees and local teachers and administrators respectively were ranked as most important in textbook selection. Table 96 presents the listing of units ranked first, second, and third in order of influence in the selection of both textbooks and nonbook materials by representatives of the materials industries.

The table shows that the patterns which emerge for nonbook materials selection are often quite different from those characterizing the selection of textbooks. This may be attributed to the lack of legal requirements and restrictions on the selection of nonbook materials. In the absence of formal

Table 96

Materials Producers' Perceptions of Those Most Influential in Materials Selection, by State and Type of Product

Part 1, Textbooks

State	Rated #1	Rated #2	Rated #3
Alabama	State-level Selection Committee	District Selection Committee	School Curriculum Specialist School Selection Committee
Alaska	State-level Selection Committee	Department Chairman Teacher	City or Town Selection Committee School Principal
Arizona	State-level Selection Committee	City or Town Selection Comm.	Department Chairman
Arkansas	District Selection Committee	State-level Selection Committee City or Town Selection Comm.	School Curriculum Specialist
*California (ele.)	State-level Selection Committee	State-level Bd. of Education	State-level Superintendent
*California (high)	Department Selection Committee	City or Town Selection Comm.	District Selection Committee
Colorado	School Selection Committee Department Selection Committee	School Curriculum Specialist	District Curriculum Specialist
*Connecticut	City or Town Selection Comm.	District Selection Committee School Selection Committee	Department Selection Committee
Delaware	State-level Selection Committee	District Selection Committee	City or Town Selection Comm. School Curriculum Specialist
*Florida	State-level Selection Committee	County Selection Committee	School Selection Committee

Table 96, Part 1, continued

State	Rated #1	Rated #2	Rated #3
*Georgia	District Selection Committee	City or Town Selection Comm.	County Selection Committee
Hawaii	City or Town Selection Comm.	District Curriculum Specialist	Department Chairman
Idaho	City or Town Bd. of Education City or Town Selection Comm.	Department Chairman	State-level Selection Committee
Illinois	District Selection Committee	State-level Selection Committee	Department Selection Committee
*Indiana	State-level Selection Committee	District Selection Committee	School Selection Committee
Iowa	School Selection Committee Department Selection Committee	Department Chairman	School Curriculum Specialist
Kansas	State-level Selection Committee	District Selection Committee	Department Selection Committee
Kentucky	City or Town Selection Comm.	State-level Selection Committee	District Selection Committee
Louisiana	State-level Selection Committee	State-level Curr. Specialist	State-level Bd. of Education
Maine	School Principal Department Chairman Department Selection Committee	District Selection Committee	District Curriculum Specialist School Curriculum Specialist School Selection Committee

Table 96, Part 1, continued

State	Rated #1	Rated #2	Rated #3
Maryland	County Selection Committee	Department Chairman	City or Town Selection Comm.
Massachusetts	City or Town Selection Comm.	Department Chairman	Teacher
Michigan	Department Selection Committee	City or Town Selection Comm.	District Selection Committee Department Chairman
Minnesota	City or Town Selection Comm.	District Selection Committee	Department Selection Committee
Mississippi	State-level Selection Committee	County Selection Committee City or Town Selection Comm.	District Selection Committee
Missouri	District Selection Committee Department Selection Committee	Department Chairman	Department Selection Committee
*Montana	County Selection Committee	School Principal Department Chairman Teacher	City or Town Selection Comm.
Nebraska	Department Selection Committee School Principal	District Selection Committee Department Chairman	School Curriculum Specialist School Selection Committee
Nevada	State-level Selection Committee	Department Chairman Teacher	County Selection Committee City or Town Selection Comm.
New Hampshire	Department Selection Committee	City or Town Selection Comm.	School Principal Department Chairman
New Jersey	City or Town Selection Comm.	District Selection Committee	School Selection Committee

Table 96, Part 1, continued

State	Rated #1	Rated #2	Rated #3
New Mexico	State-level Selection Committee	City or Town Selection Comm.	District Selection Committee School Curriculum Specialist
New York	City or Town Selection Comm.	District Selection Committee	Department Selection Committee
*North Carolina	State-level Selection Committee	--	--
North Dakota	District Selection Committee	School Principal School Curriculum Specialist	Department Chairman Department Selection Committee
*Ohio	District Selection Committee	Department Selection Committee	City or Town Selection Comm. School Selection Committee
Oklahoma	State-level Selection Committee City or Town Selection Comm.	School Curriculum Specialist School Selection Committee	Department Selection Committee
Oregon	State-level Selection Committee	City or Town Selection Comm.	District Curriculum Specialist District Selection Committee
Pennsylvania	City or Town Selection Comm.	Department Selection Committee	District Selection Committee
Rhode Island	School Curriculum Specialist	City or Town Selection Comm. Department Selection Committee	School Selection Committee
South Carolina	State-level Selection Committee	City or Town Selection Comm.	City or Town Selection Comm. District Selection Committee

Table 96, Part 1, continued

State	Rated #1	Rated #2	Rated #3
South Dakota	County Selection Committee	School Selection Committee Department Selection Committee	Department Chairman
Tennessee	State-level Selection Committee	County Selection Committee	School Selection Committee
*Texas	State-level Selection Committee	County Selection Committee City or Town Selection Comm.	District Selection Committee School Selection Committee Department Selection Committee
Utah	State-level Selection Committee City or Town Selection Comm.	Department Chairman Teacher	State-level Selection Committee School Principal
Vermont	County Selection Committee	Department Selection Committee	City or Town Selection Comm.
Virginia	State-level Selection Committee	County Selection Committee	City or Town Selection Comm.
Washington	City or Town Selection Comm.	County Selection Committee	School Principal
West Virginia	State-level Selection Committee	County Selection Committee	City or Town Selection Comm. District Selection Committee
*Wisconsin	Department Selection Committee	District Selection Committee School Selection Committee	Department Chairman
Wyoming	Department Chairman	District Selection Committee School Selection Committee	School Principal Teacher

Table 96 continued

Part 2, Nonbook Materials

State	Rated #1	Rated #2	Rated #3
Alabama	School Principal	District Unit or Individual	Department Chairman
Alaska	Department Selection Committee	Department Chairman	District Unit or Individual School Selection Committee
Arizona	District Unit or Individual	School Curriculum Specialist Department Chairman	School Principal School Selection Committee
Arkansas	School Principal	State-level Selection Committee	School Curriculum Specialist
*California (ele.)	District Unit or Individual	Department Selection Committee	District Curriculum Specialist Department Chairman
*California (high)	District Unit or Individual Department Selection Committee	District Selection Committee Department Chairman	School Principal
Colorado	District Unit or Individual Department Selection Committee	School Selection Committee	Department Chairman
*Connecticut	School Selection Committee	District Selection Committee	School Curriculum Specialist
Delaware	Department Chairman	Department Selection Committee	School Principal School Selection Committee
*Florida	School Principal	District Curriculum Specialist	School Curriculum Specialist

5

Table 96, Part 2, continued

State	Rated #1	Rated #2	Rated #3
*Georgia	State-level Selection Committee	School Principal	City or Town Selection Comm. District Curriculum Specialist
Hawaii	Department Selection Committee	School Principal	District Unit or Individual
Idaho	District Unit or Individual	Department Selection Committee	Department Chairman
Illinois	District Selection Committee Department Selection Committee	School Principal Department Chairman	School Selection Committee
*Indiana	Department Selection Committee	School Principal Department Chairman	State-level Unit or Individual
Iowa	City or Town Selection Comm. Department Selection Committee	School Principal Department Chairman	State-level Unit or Individual
Kansas	Department Selection Committee	School Principal Department Chairman	State-level Unit or Individual District Selection Committee
Kentucky	Department Selection Committee	School Principal Department Chairman	District Selection Committee
Louisiana	School Principal	State-level Selection Committee	School Selection Committee
*Maine	District Selection Committee	School Selection Committee	School Curriculum Specialist Department Chairman

Table 96, Part 2, continued

State	Rated #1	Rated #2	Rated #3
Maryland	Department Selection Committee	Department Chairman	School Principal School Selection Committee
Massachusetts	District Curriculum Specialist	School Selection Committee	School Curriculum Specialist
Michigan	Department Selection Committee	School Principal Department Chairman	District Selection Committee School Selection Committee
Minnesota	District Selection Committee	School Principal Department Chairman	District Curriculum Specialist School Selection Committee
Mississippi	School Principal	County Superintendent	--
Missouri	District Selection Committee	School Principal Department Chairman	District Curriculum Specialist School Selection Committee
*Montana	District Selection Committee State-level Unit or Individual	District Unit or Individual District Selection Committee	Department Chairman
Nebraska	Department Selection Committee	School Principal Department Chairman	District Unit or Individual School Selection Committee
Nevada	County Unit or Individual District Selection Committee School Unit or Individual	District Unit or Individual School Selection Committee Department Selection Committee	Department Chairman
New Hampshire	District Curriculum Specialist	School Selection Committee	School Curriculum Specialist Department Chairman
New Jersey	Department Selection Committee	Department Chairman	School Selection Committee

Table 96, Part 2, continued

State	Rated #1	Rated #2	Rated #3
New Mexico	School Unit or Individual	District Unit or Individual Department Selection Committee	Department Chairman
New York	District Curriculum Specialist	County Selection Committee Department Chairman	District Curriculum Specialist District Selection Committee
*North Carolina	Department Selection Committee	County Selection Committee Department Chairman	District Curriculum Specialist District Selection Committee School Principal School Selection Committee
North Dakota	District Selection Committee	School Principal Department Chairman	School Selection Committee
*Ohio	District Selection Committee Department Selection Committee	School Principal Department Chairman	School Selection Committee
Oklahoma	School Principal	County Board of Education City or Town Superintendent District Curriculum Specialist	Teacher
Oregon	District Selection Committee	Department Selection Committee	Department Chairman
Pennsylvania	Department Selection Committee	Department Chairman	District Selection Committee
Rhode Island	School Selection Committee	County Board of Education	School Curriculum Specialist Department Chairman
South Carolina	School Principal	County Superintendent City or Town Superintendent	District Curriculum Specialist

Table 96, Part 2, continued

State	Rated #1	Rated #2	Rated #3
South Dakota	District Selection Committee	Department Chairman	District Curriculum Specialist District Selection Committee
Tennessee	School Principal	School Curriculum Specialist	--
*Texas	District Curriculum Specialist	County Superintendent City or Town Superintendent District Superintendent	School Principal
Utah	District Unit or Individual District Selection Committee	District Curriculum Specialist	Department Chairman
Vermont	School Selection Committee	County Board of Education	District Superintendent School Curriculum Specialist Department Chairman
Virginia	District Selection Committee	Department Chairman	District Curriculum Specialist School Principal School Selection Committee
Washington	District Selection Committee	District Unit or Individual District Selection Committee	Department Chairman
West Virginia	District Selection Committee	Department Chairman	School Selection Committee School Principal
*Wisconsin	District Selection Committee	School Principal Department Chairman	School Selection Committee
Wyoming	District Selection Committee	District Unit or Individual School Selection Committee District Selection Committee	School Principal

requirements and state-level surveillance of the selection of these kinds of products, the locus of influence in selection decision-making is likely to be on the district, city or town, school, or classroom level.

Table 97 summarizes materials producers' views of who is influential according to the type of unit and product. These data show that there are only seven instances of state-level units which were considered influential in the selection of nonbook materials and only two instances of state-level units receiving a ranking of first place. In contrast, a total of 26 state-level units were perceived as being influential in the selection of textbooks. As one might expect, state selection committees received a ranking of first place in nineteen states and a ranking of second or third place in two states each, a total of 23 mentions in the case of textbook selection.

One of the most interesting findings reflected in Tables 96 and 97 is the view that selection committees are the principal decision makers regardless of the level or type of materials involved. In the selection of textbooks, state-level selection committees received 23 mentions, as has been noted, 19 of them for "first" importance. There are 15 mentions of county selection committees, 30 mentions of city or town selection committees, 29 of district committees (which may or may not correspond to city or town boundaries) 25 of school selection committees, and 22 of department selection committees. Individuals such as teachers, principals, and curriculum and media specialists were

Table 97

Summary of Materials Producers' Perceptions of Those Most Influential in Materials Selection, by Unit and Type of Product

	Textbooks				Nonbook Materials			
	No. of States in Which Unit is: Rated #1	Rated #2	Rated #3	Total Mentions	No. of States in Which Unit is: Rated #1	Rated #2	Rated #3	Total Mentions
State Legislature	0	0	0	0	0	0	0	0
State Superintendent or Commissioner	0	0	2	2	0	0	0	0
State Bd. of Education	0	1	0	1	0	0	0	0
State Selection Committee	19	2	2	23	1	2	0	3
Organized Interest Groups at State Level	0	0	0	0	0	0	0	0
Other Agencies or Individuals at State Level	0	0	0	0	1[1]	0	3	4
County Supervisor or Commissioner	0	0	0	0	0	4	0	4
County Board of Education	0	0	0	0	0	2	0	2
County Selection Committee	5	7	3	15	0	1	0	1

Note: Columns total to more than 51 since multiple responses resulted in "ties" among the rankings.

[1] State AV (or Media) Director (or Coordinator)

Table 97 continued

	Textbooks				Nonbook Materials			
	No. of States in Which Unit is:				No. of States in Which Unit is:			
	Rated #1	Rated #2	Rated #3	Total Mentions	Rated #1	Rated #2	Rated #3	Total Mentions
Interest Groups at County Level	0	0	0	0	0	0	0	0
Other Agencies at County Level	0	0	0	0	1[2]	0	0	1
City or Town Superintendent	0	0	0	0	0	3	1	4
City or Town Bd. of Ed.	1	0	0	1	0	0	0	0
City or Town Selection Committee	11	11	8	30	1	0	0	4
Interest Groups in City or Town	0	0	0	0	0	0	0	0
Other Agencies or Individuals in City or Town	0	0	0	0	0	0	0	0
District Supervisor	0	0	0	0	0	1	1	2
District Curriculum Specialist	0	1	3	4	5	4	8	17

Note: Columns total to more than 51 since multiple responses resulted in "ties" among the rankings.

[2] County AV (or Media) Director (or Coordinator).

Table 97 continued

	Textbooks				Nonbook Materials			
	No. of States in Which Unit is:				No. of States in Which Unit is:			
	Rated #1	Rated #2	Rated #3	Total Mentions	Rated #1	Rated #2	Rated #3	Total Mentions
District Selection Committee	5	12	12	29	7	2	6	15
Groups at District Level	0	0	0	0	0	0	0	0
Other Agencies or Individuals in District	0	0	0	0	6[3]	6	3	15
School Principal	2	2	5	9	8	15	9	32
School Curriculum Specialists	1	4	6	11	0	2	9	11
School Selection Committee	6	6	13	25	3	6	17	26
Others at School Level	0	0	0	0	4[4]	0	0	4
Department Chairman	2	10	7	19	1	22	14	37
Department Selection Committee	8	6	8	22	25	9	0	34
Individual Teacher	0	4	2	6	0	0	1	1

Note: Columns total to more than 51 since multiple responses resulted in "ties" among the rankings.

[3] District AV (or Media) Director (or Coordinator).

[4] School AV (or Media) Director (or Coordinator).

mentioned much less frequently by industry respondents. This is not to say that individuals filling these roles do not participate in materials selection but that they are likely, in the views of these respondents, to participate most significantly as members of committees or groups.

In the selection of nonbook materials, individuals, particularly department chairmen and school principals, are thought to exercise more influence. Department chairmen received the highest total number of mentions (37) for any unit, principals received the third highest number of mentions (32), and district curriculum specialists were fifth highest (17). However, department selection committees received the highest number of mentions (25) for first-place ranking in terms of influence for nonbook materials. Only seven mentions were made of any units on the state level; three of these were of state selection committees, and four were state media directors, who were specifically mentioned by the respondents in completing the survey instruments but are coded as "others" in Table 97.

Neither superintendents, boards of education, nor organized interest groups on any of the geopolitical or administrative levels were regarded as important points of influence in the selection process for either textbooks or nonbook materials. However, county and local unit superintendents were thought to be slightly more important than state or district superintendents in the selection of nonbook materials. Also mentioned a number of times as important in the selection of nonbook materials were audiovisual (or media) directors (or coordinators). This position was particularly noted at the district level at which the role of AV director received 15 mentions, six for first importance.

During our informal meetings with industry representatives, they were asked again for their rankings of individuals and groups most influential in selecting different types of materials. In the case of textbooks, participants in the meetings felt that at the elementary level the local curriculum coordinator and principal were "key" people and, therefore, were those to whom they usually directed their sales efforts. At the high school level, the department chairman was considered the most important person to "sell" on a particular product line.

For nonbook materials, producers' representatives in our meetings attributed greater importance to audiovisual directors than they had in responding to the structured instruments. They felt that materials specialists were becoming increasingly important in rural communities and in areas where there was pooling of resources and sharing of many kinds of materials.

Selection committees on all levels were accorded high rankings by participants at the meetings, with special importance attached to the roles of selection committees at the district, city or town, and school levels.

Producers' Views of Materials Selection Criteria

The producers' representatives defined what they considered to be relevant criteria used by educators in the selection of instructional materials. Four criteria were listed: (1) quality; (2) utility; (3) cost; and (4) "innovativeness."

Producers indicated that the importance of these criteria in selection decisions varied according to the type of educational professional making the decision, the instructional level he represented, and the type of materials (whether textbooks or nonbook materials). At the high school and junior high school levels, they added the dimension of specific subject areas as a factor in determining the relative weights given to selection criteria.

The quality of the product was the first selection criterion mentioned. This, the participants stressed, referred not to the educational substance of the material but rather to the quality of its physical construction and its durability over time for classroom use.

A second criterion mentioned was the product's utility--how easy the material is to use in the classroom on a day-to-day basis. Since the teacher is the consumer, according to the producers, materials which facilitate the teacher's job are considered materials that will sell more easily. The teacher, particularly the elementary school teacher, they indicated, is not interested in the concepts which underlie development of a product, but rather in how easy it is to use and how suitable it is for the prescribed curriculum. Materials are designed for teacher use, and a major problem in selling materials to teachers is giving the teacher confidence that he will be able to use the product satisfactorily in the classroom. Producers believed that teachers are more interested in whether a material is "teachable" than in what is taught or in more abstract educational objectives. These considerations, the producers indicated, correspond to teachers' interests in consuming class-time and maintaining discipline and an orderly classroom. The cost of materials and "innovativeness" were mentioned third and fourth respectively as important factors in selection.

In discussing the views of producers of the decision criteria for the selection of materials, distinctions must be made between (1) whether textbooks or nonbook materials are being selected, (2) whether a teacher or an administrator is making the selection, and (3) whether the selection is to be made for elementary or high school levels, and for what subject areas at these levels. Materials producers' rankings of selection criteria along these dimensions are summarized in Table 98. The criteria are numbered from 1 to 4 in order of their importance.

If a teacher was making the decision, usefulness in the classroom was seen as the most important criterion. If an administrator, particularly on the elementary level, was making the decision, educational goals and the quality of the product

Table 98

Materials Producers' Perceptions of Selection Criteria, by Kinds of Materials, Educational Levels, and Educational Roles of Decision Makers

	Material:	Textbooks						Nonbook Materials					
	Level:	Elementary			High			Elementary			High		
Criterion	Role:	Teacher	Admin.	Curr. or Mat. Specialist	Teacher*	Admin.	Curr. or Mat. Specialist	Teacher	Admin.	Curr. or Mat. Specialist	Teacher*	Admin.	Curr. or Mat. Specialist
Quality		2	2	1	2	2	1	2	2	1	2	2	1
Cost		3	1	4	4	1	4	3	1	3	4	1	3
Utility		1	3	3	1	3	3	1	4	4	1	4	4
Innovativeness		4	4	2	3	4	2	4	3	2	3	3	2

* Department Chairmen classified as teachers.

were likely to be more important. Subject matter experts and materials coordinators, important in selection at both the elementary and the secondary levels, were likely to take quality and "innovativeness" into consideration to a greater degree. Administrators were interested in cost as a second most important factor. The superintendent's major concern in materials selection, according to our participants, was that of minimizing trouble. His secondary consideration, they believed, was to keep within budgetary limitations. The superintendent was viewed as unlikely to choose materials, whether textbooks or nonbook materials, which might result in community controversy or in difficulties for teachers in the classroom.

In the case of textbooks, producers' representatives noted that, since many states have state-wide adoptions for varying lengths of time and since textbooks are likely to be in use for a number of years, the durability and quality of materials is important in making selections. At the high school and junior high school levels, subject matter also may be a factor in the ranking of the four selection criteria. Mathematics and science teachers, more than teachers in other areas, are accustomed to change and likely to consider "innovativeness" as an important factor in materials selection, according to the producers. Teachers in social studies and English are considered more resistant to change and more interested in "teachability."

There was some difference of opinion among producers on the matter of the availability of funds and its relation to selection criteria. Some said that money was *the* crucial variable. Proponents of this view argued that below a certain level of budgeting, it was not possible to select materials on bases other than cost and durability. Other producers indicated that not only the percentage of money allocated to schools but also the economic and social structure of the community were important factors in influencing the amount which *could* and *would* be spent on different kinds of educational materials. Thus, the school systems most likely to adopt new or innovative materials were those with large portions of their budgets allocated for materials and whose administrators were oriented towards the adoption of innovative materials. The consensus was that amount of money available for materials, though an important factor in influencing the adoption and selection of new materials, was by no means the only consideration.

To pursue this point further, the participants in our study emphasized that textbooks have an established place in local budgets, whereas the amount and kinds of nonbook materials purchased are dependent upon the level of discretionary spending. This varies from city to city and district to district as well as from year to year. For example, since the passage of the Elementary and Secondary Education Act of 1965, the amount of money available to districts has varied; in 1966 there was a great deal of money available for discretionary spending, and the amount and variety of nonbook materials purchased skyrocketed. In 1967 there was less money available, and in 1968 even less, and less is expected to be spent in 1969.

Strategies and Tactics of Producers

It was pointed out by producers that selection really depends upon the effectiveness of marketing effort. It is extremely important to producers that their marketing divisions be sensitive to power relationships within educational systems and be able to pick out the proper unit to approach and the appropriate sales tactics and appeals to use. Effectiveness of selling depends upon this sensitivity.

Materials producers use different approaches for various prospective customers. Since it is believed that administrators are likely to respond more favorably than any other group to materials which require major changes in the approach to subject matter or the introduction of new subjects, the "innovative" aspects of new materials are stressed to a greater degree when producers approach administrators. This is particularly true at the elementary school level. Elementary school teachers, however, according to the participants, are the least likely to select "innovative" materials and equipment, and major changes in elementary chassrooms are more likely to occur through materials which are sold on a system- or district-wide basis. For large equipment purchases (i.e. planetarium, ITV, CAI, etc.), the salesman usually works directly with the superintendent and a materials specialist and very rarely directly with the teachers.

While administrators and materials specialists continue to be most important individuals in selecting and purchasing these kinds of materials, there have been some changes in producers' relationships with teachers as far as the use of new materials is concerned. A number of major producers have established training programs for teachers in the use of their materials. In addition some producers have also established networks of field representatives who not only train teachers in the use of new equipment or materials which incorporate new concepts but who are available also for consultation and for assistance to teachers on a continuing basis.

Producers believed that the role of "good salesmenship" cannot be underestimated in the materials selection process. The first step, particularly in states that have formal textbook adoption, is to have the materials placed on the state list, otherwise state funds may not be used for their purchase.

Since salesmen provide the major link between the products that are available and potential customers who need them, according to producers' representatives, companies which lack large and knowledgeable sales forces are presently at a disadvantage in marketing their products. Textbooks publishers, on the other hand, have over the years built extensive and capable sales forces that introduce materials directly at the district and school levels. Because of the size and experience of their sales forces, many publishers have built up relationships which are extremely useful in marketing their products. In fact, the expectation of using the sales personnel and the experience of textbook publishers may have served as one of the factors motivating large corporations who wished to expand into the educational products industry to acquire textbook publishing firms.

However, producers' representatives believed that there are real differences between marketing textbooks and nonbook educational materials. For example, it is possible to give teachers copies of textbooks for review, but one cannot give away examination copies of films without actually giving away the product to be sold. From 40 to 40,000 copies of a book may be sold to a particular system, whereas four copies of a film may be sufficient for the system.

Furthermore, producers believed that textbook salesmen cannot sell nonbook materials. In the first place, textbook salesmen must work very hard to keep up-to-date on their own materials and on the cyclical adoptions in adoption states, and there is not time for them to become familiar with the vast numbers and kinds of nonbook materials currently available in many of their companies. However, it was noted that the trend towards "multi-media units" makes it increasingly difficult to sell simply a textbook, particularly if materials are designed by producers to fit together and cannot easily be used as separate items. Another difference is that nonbook salesmen are likely to have more contacts with materials specialists and administrators whereas textbook salesmen are likely to contact selection committees and individual teachers.

Another problem in marketing materials is that textbook salesmen and nonbook salesmen need to have different skills. Participants indicated that there are essential differences in selling textbooks and nonbook materials and that the textbook salesmen are "not tuned in" to nonbook materials and not trained in their use. Furthermore, one participant maintained that textbook salesmen resent and feel threatened by the rapid rise in nonbook materials sales. He felt that textbook salesmen have a particular psychological set and that the "print syndrome" is a fundamental part of their perspective on education.

To compensate for the lack of trained sales personnel, producers of nonbook materials have been relying primarily on advertising circulars and journals and periodicals. As nonbook materials producers increase and improve their sales forces, it is anticipated that this approach will decline in importance. Both textbook producers and producers of nonbook materials thought that the direct personal approach is extremely important, and that it is important for the potential customer to look at a product, to touch it, and to see how it works.

Nonbook producers need either to retrain old salesmen or recruit new salesmen. Though it may be possible that some textbook salesmen could be retrained to sell nonbook materials, it might be more effective and efficient in both the long and short run for nonbook materials producers to recruit entirely new sales forces. If, as some of our participants hypothesized, selling textbooks and selling nonbook materials are extremely different activities requiring different kinds of skills, then it will be necessary for the nonbook producers to recruit quite different kinds of people from those who are presently involved in conventional textbook sales.

Our participants maintained that sales strategies for textbooks do not differ very much from state to state. In adoption states the first consideration is to get a textbook on the approved list. After a textbook has been listed in an adoption state, the representatives of publishers may treat that state just like any other for sales purposes.

For nonbook materials the sales situation is more fluid. There are, except in a few cases, no state listings and few legal restrictions. For these kinds of products, instructional material centers organized on county, district, or regional bases are assuming increasing importance in many parts of the country. In these areas the district or county materials specialists are most important as potential customers, and the user frequently has little to say about the selection of nonbook materials.

Another factor affecting sales methods is the manner through which Title II and other Federal money is disbursed in each state. This determines at which point sales approaches for materials to be purchased with Title II funds must be made. If Title II funds are locally administered or local units are given blanket grants, the local unit must be approached. In some states, however, Title II funds are centrally administered, and all materials purchased with Title II funds are selected at the state level.

Constraints, Strengths, Weaknesses, and Trends

Producers' representatives seemed to think that the major constraints on the selection of materials are economic. However, they also believed that another very important constraint is the conservatism of many teachers and administrators and their reluctance to try new materials which may require new methods of instruction. The producers in our sample did not feel that community groups and boards of education placed restrictions upon materials selection in most states. They felt that instances of pressure from community groups and organizations, such as the John Birch Society and the American Legion, were very few in number and that their importance had been exaggerated by the mass media. They also felt that legal restrictions in adoption states and requirements for textbook publishers to register and post bond in many states were simply nuisances and did not, in fact, restrict the selection process to a very great extent. Several states were mentioned by producers as exceptions to these generalizations. Those states were among the states which have been considered to be the most rigid adoption states.

Producers seemed to believe that the involvement of many kinds of educational professionals at many points in the selection process is its greatest strength. A weakness which producers cited was that they often are not permitted to talk to individual teachers, department chairmen, and selection committee members. Producers stated that local administrators in some areas are concerned over the number of sales representatives coming into their systems and are attempting to "protect" teachers from too many demands upon their time.

Several clear trends in materials selection were noted by producers. First, in the case of textbooks, there was a consensus that the selection process is becoming less centralized, despite the existence of state-level adoption in nearly half the states. The numbers of textbooks on state-approved lists is increasing, and because of the greater importance of supplementary printed materials and library books which usually do not come under the requirements of state statutes, local authorities have many more options from which to choose.

For nonbook materials, producers noted that the selection process is becoming more specialized and more centralized. The growth of regional materials centers and of the sharing of materials among districts and schools and the increased importance of materials experts were cited as indications of this.

In summary, textbook publishers and producers of nonbook materials from companies of various sizes seem to share a common perception of the materials selection process. They seem to have well-informed and definite views of who is important in selection decisions, what their selection criteria are, and what sales strategies are appropriate to each group. They believe that formal constraints on selection processes do not severely restrict them and that experienced sales personnel have learned to work around or through the most complicated materials selection systems.

CHAPTER V

DISCUSSION

DISCUSSION

Data describing the materials selection process were gathered from three sources. Because of the unique and differing characteristics of the three data bases, each data source appropriately describes certain aspects of the materials selection process. However, although all of the data from the three sources are not entirely comparable, there are several dimensions of materials selection processes to which they all have relevance. In addition, the data reveal differences of perspective on the materials selection process among the various categories of respondents as well as differences in the patterns of selection practices among the various types of school systems.

All three data sources--the state statutes, respondents to the ten-state survey, and representatives of materials producers--provided answers to the question of who is most influential in making decisions on the selection of educational materials. All three sources also offered perspectives on the kinds of constraints operating on the materials selection process. Producers' representatives and respondents to the survey were able to provide information on the criteria which they felt formed the bases for the selection of various materials, on the ways in which selection decisions were reached, and on the relationships of variables such as educational role and size of school district to selection practices and views about materials.

Influence Rankings

The state statutes make clear allocations of authority and specify the unit and the geopolitical level empowered to select textbooks. Producers' representatives seemed to feel that the distribution of influence for textbook selection generally followed the formal, legal allocation of authority. They ranked state selection committees first in influence in adoption states and teachers and local administrators as most important in nonadoption states. Respondents to the ten-state survey ranked teachers as most influential in the selection of all types of materials, in eight of the ten states surveyed, with Indiana and North Carolina the exceptions. Four of the eight states in which teachers were ranked as most influential were adoption states. Comparisons of influence rankings for materials selection decisions from each of the three data sources are presented in Table 99.

There is an apparent inconsistency between survey respondents' ranking of teachers as the most important unit in selection decisions and producers' listing of selection committees on the district, school, or department levels as the most important unit. This may be explained partially by the fact that school or district selection committees are usually composed of teachers, which would indicate that the perceptions of producers' representatives in the sample and respondents to the ten-state survey on who is influential in materials selection seem to correspond. There tended to be an agreement between

Table 99

Comparisons of Units Most Influential in Materials Selection from Three Data Sources

	Most Influential	Most Influential			Most Influential	
	Statute Analysis (Textbooks Only)	Survey (in General)			Producers' Perceptions	
		Rated #1	Rated #2	Rated #3	Textbooks	Nontextbooks
ALABAMA	State Board of Education State Textbook Comm.				State Selection Comm.	School Principal
ALASKA	State Textbook Commis.				State Selection Comm.	Dept. Selection Comm.
ARIZONA	State Board of Education Governing Board of High School District				State Selection Comm.	District Materials Specialist
ARKANSAS	State Textbook Commis.				District Selection Comm.	School Principal
CALIFORNIA	State Board of Education Governing Board of High School District	Individual Teacher	Department Chairman	Principal	State Selection Comm.	District Materials Specialist
Colorado	Local School Board				School or Department Selection Comm.	District Materials Specialist
Connecticut	Local Board of Education	Individual Teacher	Department Chairman	Curriculum/ Materials Specialist		
Delaware	District School Board				State Selection Comm.	Department Chairman
FLORIDA	State Textbook Comm. State Textbook Purchasing Board	Individual Teacher	Principal	Schools or Department Selection Comm.	State Selection Comm.	School Principal
GEORGIA	State Board of Education State Textbook Advisory Comm.	Individual Teacher	Principal	School or Department Selection Comm.	District Selection Comm.	State Selection Comm.

Table 99 continued

	Most Influential	Most Influential			Most Influential	
	Statute Analysis (Textbooks Only)	Survey (in General)			Producers' Perceptions	
		Rated #1	Rated #2	Rated #3	Textbooks	Nontextbooks
Hawaii	District School Board				City or Town Selection Comm.	Department Selection Comm.
Idaho	Local School Board				City or Town Board of Education	District Materials Specialist
Illinois	Local School Board				District Selection Comm.	District Selection Comm.
INDIANA	State Textbook Commis.	Department Chairman	School or District Selection Comm.	State Official	State Selection Comm.	Department Selection Comm.
Iowa	Local School Boards				School Selection Comm.	City or Town Selection Comm.
KANSAS	State Board of Education State Textbook Screening Comm.				State Selection Comm.	Department Selection Comm.
KENTUCKY	State Textbook Commis.				City or Town Selection Comm.	Department Selection Comm.
Louisiana	State Board of Education				State Selection Comm.	School Principal
Maine	Local Superintendent				School Principal	District Selection Comm.
Maryland	County Board of Education				County Selection Comm.	Department Selection Comm.

Table 99 continued

	Most Influential	Most Influential			Most Influential	
	Statute Analysis (Textbooks Only)	Survey (in General)			Producers' Perceptions	
		Rated #1	Rated #2	Rated #3	Textbooks	Nontextbooks
Massachusetts	District School Boards				City or Town Selection Comm.	District Curriculum Specialist
Michigan	Local School Boards				Department Selection Comm.	Department Selection Comm.
Minnesota	District School Boards				City or Town Selection Comm.	District Selection Comm.
MISSISSIPPI	State Textbook Rating Comm. State Textbook Purchasing Board				State Selection Comm.	School Principal
Missouri	Local School Boards				District Selection Comm.	District Selection Comm.
Montana	District Superintendent	Individual Teacher	Principal	Department Chairman	County Selection Comm.	District Selection Comm.
Nebraska	District School Boards				Department Selection Comm.	Department Selection Comm.
NEVADA	State Textbook Commis.				State Selection Comm.	District Materials Specialist
New Hampshire	Local School Boards				Department Selection Comm.	District Curriculum Specialist
New Jersey	Local School Boards				City or Town Selection Comm.	Department Selection Comm.

Table 99 continued

	Most Influential	Most Influential			Most Influential	
	Statute Analysis (Textbooks Only)	Survey (in General)			Producers' Perceptions	
		Rated #1	Rated #2	Rated #3	Textbooks	Nontextbooks
NEW MEXICO	State Board of Education				State Selection Comm.	School Materials Specialist
New York	Local School Boards				City or Town Selection Comm.	District Curriculum Specialist
NORTH CAROLINA	State Board of Education State Textbook Commis.	State Selection Comm.	County Selection Comm.	School or Department Selection Comm.	State Selection Comm.	Department Selection Comm.
North Dakota	Local School Boards				District Selection Comm.	District Selection Comm.
Ohio	Local Board of Education	Individual Teacher	School or Department Selection Comm.	School Principal	District Selection Comm.	District Selection Comm.
OKLAHOMA	State Textbook Comm.				State Selection Comm.	School Principal
OREGON	State Textbook Commis.				State Selection Comm.	District Selection Comm.
Pennsylvania	District School Boards				City or Town Selection Comm.	Department Selection Comm.
Rhode Island	Local School Boards				School Curriculum Specialist	School Selection Comm.
SOUTH CAROLINA	State Board of Education State Textbook Commis.				State Selection Comm.	School Principal

Table 99 continued

	Most Influential	Most Influential			Most Influential	
	Statute Analysis (Textbooks Only)	Survey (in General)			Producers' Perceptions	
		Rated #1	Rated #2	Rated #3	Textbooks	Nontextbooks
South Dakota	County Textbook Commis.				County Selection Comm.	District Selection Comm.
TENNESSEE	State Textbook Commis.				State Selection Comm.	School Principal
TEXAS	State Board of Education State Textbook Comm.	Individual Teacher	District Curriculum/ Materials Specialist	School or Department Selection Comm.	State Selection Comm.	District Curriculum Specialist
UTAH	State Textbook Commis.				State Selection Comm.	District Materials Specialist
Vermont	Local School Boards				County Selection Comm.	School Selection Comm.
VIRGINIA	State Board of Education				State Selection Comm.	District Selection Comm.
Washington	District Textbook Commis.				City or Town Selection Comm.	District Selection Comm.
WEST VIRGINIA	State Board of Education State Comm. of Public School				State Selection Comm.	District Selection Comm.
Wisconsin	District School Boards	Individual Teacher	Department C Chairman	Principal	Department Selection Comm.	District Selection Comm.
WYOMING	State Board of Education				Department Chairman	District Selection Comm.

producers' representatives and survey respondents that local administrators--principals and superintendents--ranked second in importance in materials selection and that curriculum and materials specialists ranked third.

Survey respondents indicated few differences among the patterns of influence distribution for the selection of textbooks and the selection of other types of educational materials. Producers' representatives, however, believed that there were different patterns of influence for the selection of nonbook materials in both adoption and nonadoption states, but that in nonadoption states the differences between selection patterns for the various types of materials were not so marked.

An important finding is that neither survey respondents nor producers' representatives attributed influence in materials selection to organized interest groups at any geopolitical level. In addition, the influence of lay boards of education was considered to be quite limited for most selection decisions. An exception, cited by producers' representatives, is that lay boards of education were influential in large or costly purchases of new equipment, particularly such items as ETV, ITV, CCTV systems, and CAI. Although in many cases these kinds of materials have been introduced to schools through experimental programs sponsored by the Federal government, universities, or equipment manufacturers, an increasing number of school systems have been purchasing these materials. For these more costly materials, producers reported boards of education tend to have greater influence in selection decisions.

Despite the major influence and importance attributed to teachers in the selection of all types of materials by themselves and by others in the survey, this view may have to be qualified. It may be that the real authority of teachers over selection decisions may be more limited than teachers and others in the survey perceive. This may be particularly true when the selection committee of a more inclusive administrative unit screens materials and delimits the options from which individual teachers may choose. The potential significance of the distinction between influence and the number of options available may warrant further investigation.

Constraints on the Selection of Materials

The laws in many states include provisions which may be interpreted as imposing constraints upon the materials selection process by specifying the points at which decisions are made, by requiring the involvement of many different agencies in selection decisions, or by requiring producers to conform to certain procedures. However, neither producers' representatives nor respondents to the ten-state survey felt that these provisions actually imposed important constraints. One reason for their views might be that the state laws governing materials selection apply only to the selection of basic textbooks. Thus, the selection of all other types of materials, including supplementary textbooks, is less strictly regulated by the state and there is usually a great deal of local control. Another reason might be that, in states in which the legally prescribed process is unusually complex, both producers and educators have evolved ways of working around the formal procedures.

The constraints in the laws which could be interpreted as most restrictive on materials selection were those regulating the length of time between adoptions of textbooks and those prescribing the course of instruction.

The data on substantive constraints may prove to be the most interesting data from the statute analysis. The prescription of curriculum by state statute, either in general or specifically sequenced by grade, may be an important type of constraint. If the selection unit, no matter at which level, is limited by the legal requirement that certain subjects must be taught and must be taught in a particular order and at a particular grade level, this could well influence which textbooks and materials are selected and purchased in that state. There are 21 states in which some portions of the curriculum are specified by state statute, and 11 states in which the sequence and grade level at which materials are to be taught are also specified. Of these 11, six are adoption states and five are nonadoption states. It is possible that these kinds of curriculum prescriptions may represent a very significant source of constraints on the materials selection process. However, specific legal prescriptions and prohibition on the substance of materials were not mentioned by either group of respondents as constraints upon the selection process. Survey respondents may have taken these kinds of constraints into consideration indirectly when they noted that the materials to be chosen or the materials offered for sale should be appropriate to the curriculum.

The overriding constraint which those involved in materials selection systems seem to perceive is a financial one. Financial limitations were mentioned as the most serious constraint on materials selection by survey respondents from all types of districts and from all states. Many respondents indicated that Federal funds had ameliorated the situation somewhat. But it is possible that Federal funds and the increase in the variety and types of materials produced by the industry in response to the availability of Federal funds have raised the expectations and desires of educational personnel. Thus, they may feel the economic constraints are more oppressive than they actually are.

The "nonprogressive" attitudes of some educational professionals toward new materials and economic factors were considered equally important by producers' representatives as potential constraints on the materials selection process. Producers believed that reluctance to change often prevented the selection of new materials. Producers of nonbook materials particularly referred to the "conservatism" of many educators as a constraint on selection of the types of products they sold. Neither group of respondents considered political constraints or constraints stemming from the pressures of community groups to be important.

Factors such as lack of information about materials, the kinds of materials available, and the prescribed curriculum may also act as constraints upon materials selection. However, these factors were not directly mentioned by either producers' representatives or survey respondents as possible constraints. These kinds of constraints may be viewed as inherent in the selection system rather than based on external or environmental considerations as legal and economic constraints are. Thus, they may affect the selection process in ways somewhat more subtle than legal or economic factors, and they may be less obvious to those involved in materials selection.

Selection Criteria

When portions of the curriculum are specified by law, these specifications may be interpreted as criteria which substantive materials must satisfy. Indeed, the criterion for the selection of materials most frequently mentioned by survey respondents was that materials be suitable to the curriculum. An additional and even more indirect set of selection criteria stemming from statutes may be "built in" to the selection process, particularly in the more centralized adoption states, by the choice of persons to fill positions on statewide selection committees.

Although producers listed fewer criteria than survey respondents, their list of criteria spanned equally as wide a range of dimensions as the criteria listed by survey respondents and were more explicitly defined than those of survey respondents. Producers indicated that criteria used in selecting materials could be differentiated according to the type of material and according to the educational role of those making the selection. Survey respondents generally did not indicate that such distinctions were important. However, survey respondents did make distinctions between what they considered to be the criteria *they* would use in making selection decisions and the criteria which they believed actually influenced the final decisions. In the latter category, cost and other "non-learning oriented" criteria, such as physical durability and dependability, were considered to be more important than "learning-oriented" criteria. Most respondents believed learning-oriented criteria formed the basis for their own choices.

For many respondents there is a discrepancy between what they perceive as their own selection criteria and those criteria on which they believe the final selection decisions are based. These perceptions may be in contradiction to the views most respondents have of their own roles, influence, and importance in the selection process. If respondents, particularly those who are teachers, local administrators, members of local selection committees, and curriculum and materials specialists, have the degree of influence and importance which they believe they have in materials selection, then it might be expected that their own criteria should be the final decision criteria as well. Clearly this is an area of the selection process that deserves further study.

If only final decision criteria are considered, then there is a high degree of consensus between producers' representatives and survey respondents on materials selection criteria. Cost and quality, in terms of physical durability and dependability, were perceived to be most important by both groups.

Another interesting finding from the data on selection criteria in the survey is that all categories of respondents tended to speak of criteria other than cost and durability and dependability in very general terms. This may imply that individual respondents interpret criteria such as "teachability" and "relevance to the curriculum" in highly subjective ways. Or it may be, as some producers' representatives indicated, that many educators, confronted with the variety of new equipment and materials incorporating new methods, are not certain what criteria should be used in selecting these products other than cost and durability, and therefore must rely on their own intuitive judgements.

Views About Materials and Information About Materials

Although textbooks are still regarded as the basic instructional tool, both survey respondents and producers' representatives noted the marked increase in the number and variety of other products which are used in schools today. Audiovisual equipment and materials were especially cited as increasing in importance during the past five years. Respondents from every type of school district indicated that audiovisual equipment of some sort was available for use in their schools.

More recently developed equipment and more technically complicated equipment and materials, such as ETV, ITV, CCTV systems and CAI, are not so widely known and fewer school systems have purchased them. Producers' representatives attributed the lack of wide acceptance of these types of materials not only to factors such as cost but also to the reluctance of educational professionals to adapt to change. Educational professionals, on the other hand, indicated that much of the new equipment and many of the new materials on the market did not, in their view, actually facilitate either teaching or learning. Their lack of enthusiasm for many types of new products, they believed, reflected their ability as professionals to discriminate between what was useful to them and what was not. These views about new materials were among major points of discrepancy between the perceptions of producers' representatives and those of educational professionals in the study. It is quite clear that the images and views which major groups of participants in the materials development and distribution system have of each other is an area for more detailed examination.

Professionals at all levels in the educational system tend to select and use materials about which they have most knowledge; conversely, they tend to have more knowledge of those products which their school systems already own. Channeling information about materials to those making selection decisions is a means of breaking this cycle. Thus, producers' representatives indicate that getting necessary information about materials to the "right" people in every school system is the major focus of their marketing efforts.

Findings of this study on the sources of information have tended to corroborate other studies about materials which have shown that advertising and information about products is more effective when it is reinforced by personal communications. For many educational professionals, information is most effective when conveyed by a respected peer or colleague. Thus, educational personnel and salesmen, in that order, were regarded as most important information sources by nearly all categories of respondents. Personal sources of information were considered by respondents to be more important than any form of nonpersonal information sources. Displays and exhibits were, however, considered to be a most important initial source of information about new products. Many survey respondents expressed a wish for additional displays and exhibits of new products. Most respondents believed that they had a sufficient amount of information about products and that the kinds of information that they had were adequate to their role in the selection process. Respondents in the survey who said they needed more information generally did not specify what kinds of additional information they would like to have.

Perspectives on the Materials Selection Process

Perspectives on the materials selection process differ according to the educational role of respondents. From the data collected from producers' representatives and survey respondents, a major factor systematically differentiating the views about materials and their selection seemed to be "distance from the classroom." For producers' representatives, an additional factor, the types of products that they were selling, also seemed to be related to their perspectives on the materials selection process.

Educational role was the only personal characteristic of respondents to the survey according to which patterns of responses could be differentiated. From data in which responses are categorized according to age, sex, or length of tenure of respondents in the survey, no basis for differentiating views about materials selection appears along these dimensions.[1] Furthermore, similarities and differences among views of respondents in various roles on aspects of the selection process seemed to be related to how far removed respondents were from classroom teaching. In other words, perspectives of teachers and selection committee members (many of whom are teachers), those closest to the classroom, were often similar; views of local administrators and curriculum and materials specialists often coincided, and state administrators and board of education members and nonprofessionals, those furthest away from the classroom, often had similar views of materials selection. These patterns are evident in analyzing the responses on perceptions of influence, importance, and selection process characteristics. In addition, board of education members and nonprofessionals differed from other groups in the sample most markedly and most frequently. This was especially true for the perceptions of the range of choice respondents believed they had among materials, for the criteria which they indicated underlay both their own selection and final selection decisions, and for their sources of information. Teachers also differed from other groups of respondents in terms of the number of constraints they perceived in materials selection, their views of the impact of Federal funds, their views of the sources of funds for materials, and their information sources. State and local administrators had views similar to each other on these questions. These two categories of respondents also differed from other survey respondents in their perceptions of the kinds and relative importance of various categories of constraints on materials selection and on their views of various types of materials.

---

[1] See Tables 50, 55, 57, 59, 61, 63, 66, 74, 77, 78, 79, 82, 84, 88, and 89.

All groups except board of education members felt that learning-oriented criteria governed their own choices. There was little disagreement among those in the various roles that nonlearning-oriented criteria were important in final decisions. However, differentiation according to role was evident on views of materials and of sources and sufficiency of information. Members of selection committees cited nonprofessionals, especially materials salesmen, as sources of information about products. Curriculum and materials specialists knew more about new products and also cited nonprofessionals such as salesmen as important information sources. Teachers felt that information about new products was insufficient more than those in any other role.

The degree to which one was involved in the materials selection process also seemed to differentiate a person's perceptions of the processes. For example, those who were more involved felt that there were administrative, political, and fiscal constraints on the process to a greater extent than those less involved. This is to be expected since individuals highly involved in selection are more directly and closely affected by constraints. There also seems to be a relationship between the kinds of criteria that respondents cited and their perceptions of the sources of constraints. Those who felt that economic criteria were crucial in selection also tended to perceive the constraints on the process as primarily economic. Those who were more involved also cited more strengths and weaknesses and suggested more changes in the process again because of their greater familiarity with the selection process. Those more involved in selection, to a greater extent than those less involved, also knew more about new products and tended to attribute changes both to the increased interest and competence of teachers and to the efforts of materials producers. In addition, those who were more involved used salesmen as information sources more frequently and channeled information about products into their school systems. They also, as might be expected, knew more brand names and listed more specific subject materials.

The perspectives of producers' representatives of the materials selection process were differentiated by the type of materials they were selling. Representatives of textbook publishing companies knew a great deal about local selection practices and were able to describe trends and patterns in different localities. Nonbook producers, more than textbook producers, seemed to have generalized stereotypes of educators involved in selection processes. However, both groups of producers had more negative stereotypes of educators than educators had of producers. Producers felt that the selection process for nonbook materials is becoming more centralized and that the selection process for textbooks is becoming more decentralized.

Overall, perspectives of producers and survey respondents on the materials selection do not differ as much as might be expected. Differences which appeared between the views of these two categories of respondents concerned the criteria on which selections were based, the value of various types of materials, and the importance and adequacy of various information sources. Producers' representatives also appeared to be less satisfied with current selection practices than survey respondents.

Patterns of Materials Selection

Producers' representatives indicated that the distinctions based upon state textbook selection practices were not important bases for the differentiation of patterns of materials selection. In the first place, as has been pointed out, state statutes apply only to the selection of basic textbooks. Secondly, all states except the twelve most restrictive adoption states, permit a great deal of local autonomy in materials selection, even for textbooks. Finally, even in states where there are complicated legal procedures, producers and educational professionals have evolved means of working around or through them.

Results of the ten-state survey corroborated the producers' view that the adoption-nonadoption dichotomy is not relevant for identifying patterns of materials selection procedures. The characteristics of the local unit (i.e. whether it is urban, suburban, or a small town or rural area), and, to a lesser extent, the size of the school system enrollment seemed to be the dimensions along which patterns of materials selection can be differentiated. In other words, large urban school systems, from no matter which state, were likely to have similar selection practices and to differ from small towns and rural areas even in their own states.

Type of unit (urban, suburban, rural) was the dimension along which there was consistently most systematic differentiation in descriptions of materials selection. This may be seen from all the tables which categorize the survey data according to selected sample characteristics.[2] In many instances, there were more similarities between characteristics of the selection process in urban areas and in small towns and rural areas than between either of these kinds of units and suburbs. The patterns in suburbs and small towns were similar to each other on fewer dimensions of the selection process.

See Tables 46, 50, 55, 57, 59, 61, 63, 66, 74, 77, 78, 79, 82, 84, 88, and 89.

Respondents from suburbs showed most marked differentiation from other units (1) in their perceptions of who was influential in materials selection, (2) in their descriptions of the selection process in their school systems, (3) in their perceptions of the range of choice among products and the amount of freedom they believe they have, and (4) in the criteria which they believe underlie selection decisions. Suburban respondents also differ from respondents in other types of units with regard to their perceptions of the reasons for changes in the educational system and the sources and impact of Federal funds. Suburban respondents, in addition, have different patterns of responses on questions of information. They tend to use fewer personal information sources and to perceive that the amount of information they have is insufficient to a greater degree than respondents from other types of units.

Respondents from urban areas differ from those of the other categories of respondents in their perceptions of both the number and kinds of constraints on the selection process and in their perceptions of weaknesses in the selection process. Urban respondents also indicated more changes and more specific kinds of changes they would like to see in the procedures for materials selection. There were also differences in the kinds of new materials considered important by respondents from urban areas and in the sources from which they obtained information about products.

Size of school district enrollment was also a differentiating factor in patterns of selection practices, though not as often a point of marked differentiation as the type of unit.[3] Moreover, the patterns of differences among the three size categories were not consistent.

Although the patterns of differentiation are less clear along the dimension of size, it seems that very large and medium-sized systems differed from the others and from each other most frequently. Very large units differ from the other two in the responses given for (1) descriptions of selection process characteristics, (2) perceptions of constraints, and (3) suggestions for changes. In all three of these cases, the responses from very large systems corresponded closely to those given by respondents from urban areas. Thus, responses indicating greater complexity in materials selection processes, more political and community pressures as constraints, and greater desire for changes in selection practices given by respondents from urban school systems were corroborated by responses from very large systems.

Medium-sized districts seemed to differ from other size categories along the following dimensions: (1) the reasons for changes in materials, (2) the sources of funds and their relative importance, (3) the types of information sources, and (4) the adequacy of information about materials. However, the relationship between the differentiation by size and by type of unit for medium-sized districts and suburban districts is not as definite as that between very large systems and urban areas since the overlap between categories is not as complete in the former case as in the latter.

---

[3] Although there was a relatively high correspondence between the categories for types of unit (urban, suburban and small town and rural) and school system sizes (very large, large, and medium-sized), the relationship was not exact. Not all urban areas fell into the very large category, and suburbs in the sample ranged from medium-sized school districts to large ones.

In addition, producers' representatives also pointed out that the patterns and practices of selection are more likely to be related to the size and complexity of the school district than to formal procedural requirements or state statutory patterns.

Our data indicate that patterns of materials selection practices might also be differentiated according to the relative importance of various types of constraints on the selection process. In some school systems, for example, external constraints such as administrative regulations and political and community groups pressures may be more important sources of constraints. In other school systems, economic constraints may be most important. In still other school systems, the most important constraints may be those which are inherent in the selection system itself.

Such constraints may take the form of limitations stemming from (1) the amounts and kinds of information available, (2) the knowledge and perspectives of individuals, (3) the products which are available, and (4) the manner in which products are marketed. Thus, the locus of constraints upon the selection process may be a useful way of differentiating among patterns and practices of materials selection.

CHAPTER VI

CONCLUSIONS

CONCLUSIONS

A prevalent image of the materials selection process is that archaic legal restrictions regulating both the substance of materials and the procedures by which materials are selected constitute a principal impediment to the adoption of new materials. According to this view of materials selection, the laws permit politically appointed members of state or local textbook commissions (who are not educational professionals) to hold office for long periods of time. During their tenure they tend to impose their cultural and ideological preferences upon public school education in their states or districts by selecting only materials which represent, or at least do not offend their personal biases. Classroom teachers and curriculum and materials specialists are often excluded from the selection process or their wishes are ignored. A corollary to this view holds that personnel in minor administrative positions in purchasing offices ultimately decide what materials are available for classroom use in a school district.

These images have not been verified by the data on the materials selection process from any of the three sources we have explored. On a national basis, materials selection processes have been found to be decentralized, highly differentiated, and unsystematic.

State boundaries and the statutory provisions regulating textbook selection within the states were not found to be the most important factor which differentiated materials selection practices. With the exception of a few of the most rigid adoption states, and then only in the case of textbooks, patterns of selection did not differ greatly between adoption and nonadoption states. The lack of differentiation according to state statute was corroborated by the views of materials producers and by the data from the ten-state survey. Differences between responses from samples in Connecticut and Florida, for example, were not systematically related to the formal structure of their textbook selection procedures.

The selection of materials for the public schools is a very localized process. The systematic differences which may be discerned among patterns of materials selection seem to be based on the size of the district involved,whether it is urban, suburban, or rural, its social and economic character, and the attitudes of school system personnel who are influential and involved in materials selection.

Local patterns and procedures for materials selection did not seem to differ for the various types of materials. States with the most rigid textbook adoption procedures were exceptions to this. In these states nonbook materials were not chosen by the same methods that characterized textbook selection. Another exception involved the selection and purchase of items such as CAI, or ETV, ITV, CCTV systems which would have wider than classroom use and which involved major expenditures of funds. Data are fragmentary since so few districts have purchased these items, but in those districts that have purchased this type of equipment the selection process appears to have been more complicated and to have involved more participants, both professional and nonprofessional, than the selection of more traditional materials.

The materials selection process, according to our data, is clearly the function of educational professionals. Despite the publicity given to the attempts of organized interest groups to influence materials selection, such instances are extremely rare in the views of both materials producers and respondents to the ten-state survey. Indeed, in most states, members of local school boards are the only nonprofessionals involved in materials selection, and they indicate that they tend to rely on the recommendations and selections of other members of the system conveyed to them by the superintendent. Even in those adoption states in which, according to their laws, the state textbook selection committee is composed of nonprofessionals, members of the committee customarily have advice from educational professionals, through either formal or informal channels, to aid them in selection.

Another aspect of the professionalization of materials selection processes is evident in increased specialization of functions among school personnel. Curriculum and materials specialists are relatively new educational roles, and they were roles cited as quite frequently influential in materials selection by both materials producers and respondents to the survey. One might speculate that as materials become more technologically sophisticated and the varieties of materials increase, these positions and the persons who occupy them will become more influential in determining what materials are selected.

Two seemingly contradictory trends were noted with regard to the area or geopolitical unit for which selections were made. On the one hand, in many suburban areas, less inclusive local units, such as individual schools and classrooms, seemed to have greater influence over the selection of materials which they would use. On the other hand, in many rural areas, county and regional materials centers appeared to be increasing in number and importance. Most large cities appeared to be making selections on either a city-wide or district-wide basis.

In all types of areas, selection by committee rather than by individual appeared to be the most prevalent practice. Even though teachers in the survey were regarded as the most influential type of educational personnel in selection, most teachers exercised their influence and were involved in the selection of materials through their membership on materials selection committees in their schools, departments, or subject areas.

Views of various aspects of the materials selection process appear to differ according to the educational role of respondents. Similarities among respondents' perspectives on materials selection seemed to be related to their distance from the classroom. For example, classroom teachers' views of materials selection differed most frequently and most markedly from those of board of education members. However, materials salesmens' views of the selection process did not differ from the views of survey respondents to the extent that might have been expected. There seemed to be substantial consensus among all categories of respondents on the locus of decision making for various types of materials and the characteristics of selection processes. Differences between survey respondents and producers' representatives views were evident on (1) the various criteria on which selections were based, (2) the value of various types of materials, (3) the importance and adequacy of the various sources from which those who selected materials obtained their information, and (4) the evaluation of selection practices.

Defining the criteria underlying selections among materials presented major difficulties both for survey respondents and producers' representatives. All criteria, except cost, were couched in very general terms, indicating perhaps that the relationship between materials and the teaching and learning process is itself as yet undefined; thus, neither school personnel nor producers may know what are the appropriate questions to ask about materials.

Aside from cost, the most frequently mentioned criterion was that substantive materials be selected to fit the curriculum. This fact would seem to make the curriculum a principal constraint upon what materials are selected, and it has implications for the selectors and users of materials as well as for materials producers.

If materials are chosen to fit a predetermined curriculum, selectors are not entirely free to choose materials they consider "best" or most appropriate; teachers who use materials are similarly restricted in the materials available to them; and materials producers, who wish their products to be selected, are likely to design and produce substantive materials which correspond to the requirements of various curricula. In most states some aspects of the curriculum are specified in state statutes but in general terms. For example, a state statute may make American History mandatory for all students in high school, but the scope and approach to the subject are left to the discretion of those who define the curriculum.

This study did not inquire in detail into specific brands of materials which had been selected and purchased, though it did attempt to explore the selection and purchase of different types or categories of materials. The findings supported the observations of other commentators on materials selection who have noted that technically advanced equipment has not proved to be as "popular" as producers had expected. Although there is a wide variety of electronic and audiovisual equipment available, and although more companies are joining the ranks of producers of these materials every year, educational personnel in the survey, particularly teachers, seemed to indicate a reluctance to choose such items unless they could see a direct relationship between the use of these materials and their own classroom role and teaching style. Teachers seem to feel that materials should facilitate their job as teachers as well as the education of their students. Despite the views of some producers, teachers and other educational personnel do not seem to be categorically opposed to change or to new equipment; they do however appear to be skeptical of gadgets and wish to reserve the right to determine whether or not such equipment is valuable and useful for them. Once convinced of the utility of a product, such as the overhead projector, which was cited overwhelmingly by the survey sample as the most important new product of the last decade, the product is likely to come into widespread use in every type of school district. This is particularly true if the product, as in the case of the overhead projector, has a relatively low unit cost and is flexible, adaptable, and easy to use.

The amounts, kinds, and sources of information about products did not vary systematically according to types of districts or types of products, and the relationship of information about materials to selection practices remains unclear. However, the survey results indicated that personal sources of information were generally considered more important than nonpersonal sources. This finding seems to corroborate communications studies which show that information, particularly information about new products or new ideas, has a greater impact when transmitted through or reinforced by personal sources.[1]

---

[1] Elihu Katz, "The Diffusion of New Ideas and Practices" in Wilbur Schramm (Ed.) The Science of Human Communication (New York: Basic Books, 1963), pp. 77-93; see also Everett M. Rogers, The Diffusion of Innovations (New York: The Free Press, 1962).

Financial limitations are considered the most important constraint on materials selection. Respondents to the survey did not perceive either state or Federal regulations or officials or organized interest groups at any level as imposing constraints upon their freedom of choice. They regarded shortages of funds as the only real limitation. In the case of newer materials which might represent or imply the use of different teaching techniques, materials producers view the attitudes of school personnel as equally important as economic factors in acting as potential constraints upon the selection of materials. Neither constraints inherent in the curriculum nor limitations on selection stemming from incomplete information about the alternatives among products were perceived as important by producers or survey respondents. However, it would seem that these latter kinds of constraints might, in fact, impose more significant limitations on the selection of materials.

Still another potential limitation on the kinds of materials which may be selected is the range of materials available. Although there are many, many kinds of materials available, as in the case of most competitive products aimed for a specialized market, the differences among products of any given type tend to be marginal.

Thus, the real constraints upon the materials selection process are not procedural, nor those imposed by external agencies. The most important limitations on the selection of educational materials are likely to arise from factors inherent in the selection system itself; from curricular requirements, from educational personnel; from materials producers, their representatives, and their products; and from the ways in which relationships among these are structured.

An interesting finding of the study is that no mention was made of the ultimate consumer, the student, in the materials selection process. Decisions appear to be made on the basis of criteria which have little to do with students according to survey respondents. Producers do not perceive students as their clientele; though students may use materials, they do not select materials and have no choice in what materials they are required to use.

Implications

Many critics of American education, perhaps on the basis of the view of materials selection presented at the beginning of this section, have found that the processes by which materials are selected and choices made are unsatisfactory according to their own criteria and have suggested that changes be made. However, the materials selection system in the United States has been described as highly complex, decentralized, unsystematic, and dependent upon local variations in economic resources and the personal predilections of educational personnel in each selecting unit. Planned, systematic intervention by any agency to alter these processes would, therefore, be extremely difficult.

Attempts to modify existing materials selection practices, then, must either be implemented on a piecemeal basis in approximately 20,000 individual school districts, or the selection of materials (and by extension, curriculum planning) must be centralized under state, regional, or national hegemony. The problems involved in adopting either approach are immediately evident.

Changes in a fragmented and personalized system such as that by which educational materials are selected for United States public schools are likely to be achieved indirectly and in incremental steps. Significant changes in materials selection are also likely to occur through modifications in those aspects of the materials selection process which may be the locus of the most important constraints but which are not perceived as such; namely, changes in curriculum requirements, in teachers' and other selectors' views about materials, and in the materials themselves.

GLOSSARY

GLOSSARY

AV equipment - Mechanical apparatus capable of receiving, transmitting, or reproducing sounds and/or pictures; for example, film projectors, tape recorders, overhead projectors, closed circuit television.

AV materials - Films, tapes, transparencies, television programs to be used with AV equipment.

Curriculum/matorials specialists - School personnel with specific responsibilities for subject areas and/or instructional equipment.

Educational products or educational materials - Teaching and learning tools used in schools; for example, textbooks, AV materials and equipment, multi-media units, supplementary printed materials. (In this study blackboards, desks, and other equipment are not considered educational products or educational materials.)

Hardware - A term applied to AV equipment.

Learning laboratories - Materials based on the principles of individualized instruction in which students perform according to prescribed programs and utilize special AV equipment and materials; for example, reading and language laboratories.

Manipulative devices - Cuisinaire rods, pendulums, abaci, and various kinds of science equipment.

Multi-media units or instructional systems - Packages of materials, designed by a producer for a particular course or curriculum, incorporating several types of products; these materials usually represent an integrated system of instruction; a package might include films, textbooks, transparencies, supplementary printed materials.

Software - A term applied to AV materials.

Supplementary printed materials - Items such as *World Week*, *Senior Scholastic*, paperback books, and library books which are used in addition to textbooks.

Systems approach materials - Materials which attempt to produce changes in behavior which are observable, measurable, and controllable; for example, the AAAS Science Curriculum.

LIST OF TABLES

LIST OF TABLES

Table		Page
1	Number of Units Involved in Materials Selection, by State and Geopolitical Level	28-32
2	Number of Units Involved in Materials Selection for Adoption and Nonadoption States	33
3	Geopolitical Levels of Units Involved in Materials Selection for Adoption and Nonadoption States	34
4	Kinds of Units Involved in Materials Selection, by State	37-41
5	Means of Selection and Scope of Authority of Most Important Units in Materials Selection, by State	43-46
6	Summary of Most Important Units Involved in Materials Selection for Adoption and Nonadoption States	48
7	Summary of Composition and Means of Selection of Most Important Units Involved in Materials Selection for Adoption and Nonadoption States	49
8	Units Involved in Materials Selection by Number of References and Scope of Legal Authority	51
9	Time Constraints and Procedural Constraints on Materials Selection, by State	55-59
10	Substantive Constraints on Materials Selection, by State	60-64
11	Types of Constraints on Materials Selection for Adoption and Nonadoption States	65
12	Six Dimensions of Statute Analysis, by State	70-74
13	Summary of Six Dimensions of Statute Analysis for Adoption and Nonadoption States	75
14	Comparison of Centralization and Administrative Complexity	78

Table Page

15 Comparison of Centralization and Professionalization....78

16 Comparison of Centralization and Time Constraints....79

17 Comparison of Centralization and Procedural Constraints....79

18 Comparison of Centralization and Substantive Constraints....80

19 Comparison of Administrative Complexity and Professionalization....80

20 Comparisons of Administrative Complexity and Procedural Constraints....81

21 Comparisons of Administrative Complexity and Substantive Constraints....81

22 Comparison of Professionalization and Substantive Constraints....82

23 Comparison of Time Constraints and Procedural Constraints....83

24 Comparison of Time Constraints and Substantive Constraints....84

25 Comparison of Procedural Constraints and Substantive Constraints....85

26 Adoption States: Characteristics of Selection Process....91

27 Classification of Adoption States....92

28 Classified Adoption States Categorized on Six Dimensions....95

29 Comparison of Administrative Complexity for Types of Adoption States....96

30 Comparison of Professionalization for Types of Adoption States....96

31 Comparison of Time Constraints for Types of Adoption States....97

32 Comparison of Procedural Constraints for Types of Adoption States....97

Table Page

33 Comparison of Substantive Constraints for Types of Adoption States........................... 98

34 Classification of Nonadoption States...............102

35 Classified Nonadoption States Categorized on Six Dimensions.................................105

36 Comparison of Administrative Complexity for Types of Nonadoption States....................107

37 Comparison of Professionalization for Types of Nonadoption States........................107

38 Comparison of Time Constraints for Types of Nonadoption States.............................108

39 Comparison of Procedural Constraints for Types of Nonadoption States........................108

40 Comparison of Substantive Constraints for Types of Nonadoption States....................109

41 Educational Roles of Respondents, for Total Sample and by State..........................115

42 Selected Sample Characteristics, for Total Sample and by State..........................116

43 Summary of Influence Rankings of Educational Roles in Materials Selection, for Total Sample.....119

44 Influence Rankings of Educational Roles in Materials Selection, by State..................121-123

45 Influence Rankings of Educational Roles in Materials Selection, by Position of Respondents....125

46 Influence Rankings of Educational Roles in Materials Selection, by Selected Sample Characteristics...........................127

47 Type of Involvement in Selection Process, for Total Sample and by State.....................133

48 Respondent's View of His Involvement in Selection Process for Different Types of Materials, for Total Sample and by State...........135

49 Respondent's View of His Importance in Selection Process, for Total Sample and by State...140

Table Page

50 Respondent's View of His Importance in Selection Process, by Selected Sample Characteristics....................141

51 Respondent's View of His Importance in Selection Process for Textbooks and Audiovisual Equipment, for Total Sample and by State....................144

52 Comparison of Respondent's View of His Involvement and Importance in Selection Process....145

53 Characteristics of the Selection Process: Unit of Choice, for Total Sample and by State......147

54 Characteristics of the Selection Process: Stages and Steps, for Total Sample and by State...........149

55 Unit of Choice in the Selection Process by Selected Sample Characteristics................151

56 Respondents' Views of Range of Choice in Materials Selection, for Total Sample and by State...........153

57 Respondents' Views of Range of Choice in Materials Selection, by Selected Sample Characteristics......155

58 Respondent's Criteria for Selection of Materials, for Total Sample and by State......................157

59 Respondent's Criteria for Selection of Materials, by Selected Sample Characteristics.................160

60 Respondents' Views of Final Decision Criteria, for Total Sample and by State......................162

61 Respondents' Views of Final Decision Criteria, by Selected Sample Characteristics.................165

62 Respondents' Views of Constraints on Selection Process, for Total Sample and by State.............168

63 Respondents' Views of Constraints on Selection Process, by Selected Sample Characteristics........171

64 Comparison of Respondents' Views of Types of Constraints with Involvement in Selection Process and with Kinds of Selection Criteria.......173

65 Respondents' Views of Strengths and Weaknesses, and Suggested Changes in Selection Process, for Total Sample and by State..........................175

Table Page

66 Respondents' Views of Strengths and Weaknesses, and Suggested Changes in Selection Process, by Selected Sample Characteristics....................179

67 Comparison of Respondents' Views of Strengths and Weaknesses, and Suggested Changes in Selection Process with Involvement................181

68 Respondents' Views of Most Important Types of Educational Products Introduced in the Past Five Years, for Total Sample and by State..........183

69 Knowledge about Materials, by State................187

70 Knowledge about Materials, by Respondent's Educational Role..................................190

71 Knowledge about Materials Compared with Involvement in Selection Process and in Selection Criteria................................191

72 Respondents' Views of Specific Products More Important in the Last Five Years, for Total Sample and by State...............................193

73 Respondents' Views of Changes in Educational Materials, for Total Sample and by State...........194

74 Respondents' Views of Reasons for Changes in Materials, by Selected Sample Characteristics......197

75 Respondents' Views of Future Changes in Materials, for Total Sample and by State.....................200

76 Respondents' Views of Most Important New Materials Purchased, for Total Sample and by State...202

77 Respondents' Views of Most Important New Materials Purchased, by Selected Sample Characteristics....................................204

78 Respondents' Views of Sources of Funds for Educational Materials, by State and Selected Sample Characteristics............................208

79 Respondents' Views of Impact of Federal Funds on Quantity and Quality of Educational Materials, by Selected Sample Characteristics................211

Table Page

80 Comparison of Respondents' Views about Materials with Involvement in Selection Process and with Selection Criteria....213

81 Sources of Information about Materials, for Total Sample and by State....216

82 Comparison of Personal and Nonpersonal Information Sources, by State and Selected Sample Characteristics....219

83 Comparison of Professional and Nonprofessional Personal Information Sources, by State....221

84 Comparison of Professional and Nonprofessional Information Sources, by Selected Sample Characteristics....222

85 Major Information Sources for Specific Products: Textbooks, for Total Sample and by State....224

86 Major Information Sources for Specific Products: AV Equipment, for Total Sample and by State....225

87 Amount of Information about Products, by State....229

88 Respondents' Views of Kinds of Information Prior to Selection, by State and Selected Sample Characteristics....231

89 Respondents' Views of Adequacy of Information Prior to Selection, by State and Selected Sample Characteristics....232

90 Comparison of Sources of Information with Involvement in Selection Process....235

91 Comparison of Sources of Information with Knowledge about Materials....236

92 Comparison of Information Sources and Kinds of Information with Views of Materials....238

93 Summary of Data on Materials Selection Process....241-243

94 Summary of Data on Educational Materials....244

95 Summary of Data on Information about Materials....245-246

96 Materials Producers' Perceptions of Those Most Influential in Materials Selection, by State and Type of Product....249-258

Table Page

97 Summary of Materials Producers' Perceptions of Those Most Influential in Materials Selection, by Unit and Type of Product.............260-262

98 Materials Producers' Perceptions of Selection Criteria, by Kinds of Materials, Educational Levels, and Educational Roles of Decision Makers...267

99 Comparisons of Units Most Influential in Materials Selection from Three Data Sources........279-283

LIST OF FIGURES

5

Table 96, Part 2, continued

State	Rated #1	Rated #2	Rated #3
*Georgia	State-level Selection Committee	School Principal	City or Town Selection Comm. District Curriculum Specialist
Hawaii	Department Selection Committee	School Principal	District Unit or Individual
Idaho	District Unit or Individual	Department Selection Committee	Department Chairman
Illinois	District Selection Committee Department Selection Committee	School Principal Department Chairman	School Selection Committee
*Indiana	Department Selection Committee	School Principal Department Chairman	State-level Unit or Individual
Iowa	City or Town Selection Comm. Department Selection Committee	School Principal Department Chairman	State-level Unit or Individual
Kansas	Department Selection Committee	School Principal Department Chairman	State-level Unit or Individual District Selection Committee
Kentucky	Department Selection Committee	School Principal Department Chairman	District Selection Committee
Louisiana	School Principal	State-level Selection Committee	School Selection Committee
*Maine	District Selection Committee	School Selection Committee	School Curriculum Specialist Department Chairman

Table 96, Part 2, continued

State	Rated #1	Rated #2	Rated #3
Maryland	Department Selection Committee	Department Chairman	School Principal School Selection Committee
Massachusetts	District Curriculum Specialist	School Selection Committee	School Curriculum Specialist
Michigan	Department Selection Committee	School Principal Department Chairman	District Selection Committee School Selection Committee
Minnesota	District Selection Committee	School Principal Department Chairman	District Curriculum Specialist School Selection Committee
Mississippi	School Principal	County Superintendent	--
Missouri	District Selection Committee	School Principal Department Chairman	District Curriculum Specialist School Selection Committee
*Montana	District Selection Committee State-level Unit or Individual	District Unit or Individual District Selection Committee	Department Chairman
Nebraska	Department Selection Committee	School Principal Department Chairman	District Unit or Individual School Selection Committee
Nevada	County Unit or Individual District Selection Committee School Unit or Individual	District Unit or Individual School Selection Committee Department Selection Committee	Department Chairman
New Hampshire	District Curriculum Specialist	School Selection Committee	School Curriculum Specialist Department Chairman
New Jersey	Department Selection Committee	Department Chairman	School Selection Committee

Table 96, Part 2, continued

State	Rated #1	Rated #2	Rated #3
New Mexico	School Unit or Individual	District Unit or Individual Department Selection Committee	Department Chairman
New York	District Curriculum Specialist	County Selection Committee Department Chairman	District Curriculum Specialist District Selection Committee
*North Carolina	Department Selection Committee	County Selection Committee Department Chairman	District Curriculum Specialist District Selection Committee School Principal School Selection Committee
North Dakota	District Selection Committee	School Principal Department Chairman	School Selection Committee
*Ohio	District Selection Committee Department Selection Committee	School Principal Department Chairman	School Selection Committee
Oklahoma	School Principal	County Board of Education City or Town Superintendent District Curriculum Specialist	Teacher
Oregon	District Selection Committee	Department Selection Committee	Department Chairman
Pennsylvania	Department Selection Committee	Department Chairman	District Selection Committee
Rhode Island	School Selection Committee	County Board of Education	School Curriculum Specialist Department Chairman
South Carolina	School Principal	County Superintendent City or Town Superintendent	District Curriculum Specialist

Table 96, Part 2, continued

State	Rated #1	Rated #2	Rated #3
South Dakota	District Selection Committee	Department Chairman	District Curriculum Specialist District Selection Committee
Tennessee	School Principal	School Curriculum Specialist	--
*Texas	District Curriculum Specialist	County Superintendent City or Town Superintendent District Superintendent	School Principal
Utah	District Unit or Individual District Selection Committee	District Curriculum Specialist	Department Chairman
Vermont	School Selection Committee	County Board of Education	District Superintendent School Curriculum Specialist Department Chairman
Virginia	District Selection Committee	Department Chairman	District Curriculum Specialist School Principal School Selection Committee
Washington	District Selection Committee	District Unit or Individual District Selection Committee	Department Chairman
West Virginia	District Selection Committee	Department Chairman	School Selection Committee School Principal
*Wisconsin	District Selection Committee	School Principal Department Chairman	School Selection Committee
Wyoming	District Selection Committee	District Unit or Individual School Selection Committee District Selection Committee	School Principal

requirements and state-level surveillance of the selection of these kinds of products, the locus of influence in selection decision-making is likely to be on the district, city or town, school, or classroom level.

Table 97 summarizes materials producers' views of who is influential according to the type of unit and product. These data show that there are only seven instances of state-level units which were considered influential in the selection of nonbook materials and only two instances of state-level units receiving a ranking of first place. In contrast, a total of 26 state-level units were perceived as being influential in the selection of textbooks. As one might expect, state selection committees received a ranking of first place in nineteen states and a ranking of second or third place in two states each, a total of 23 mentions in the case of textbook selection.

One of the most interesting findings reflected in Tables 96 and 97 is the view that selection committees are the principal decision makers regardless of the level or type of materials involved. In the selection of textbooks, state-level selection committees received 23 mentions, as has been noted, 19 of them for "first" importance. There are 15 mentions of county selection committees, 30 mentions of city or town selection committees, 29 of district committees (which may or may not correspond to city or town boundaries) 25 of school selection committees, and 22 of department selection committees. Individuals such as teachers, principals, and curriculum and media specialists were

Table 97

Summary of Materials Producers' Perceptions of Those Most Influential in Materials Selection, by Unit and Type of Product

	Textbooks				Nonbook Materials			
	No. of States in Which Unit is:				No. of States in Which Unit is:			
	Rated #1	Rated #2	Rated #3	Total Mentions	Rated #1	Rated #2	Rated #3	Total Mentions
State Legislature	0	0	0	0	0	0	0	0
State Superintendent or Commissioner	0	0	2	2	0	0	0	0
State Bd. of Education	0	1	0	1	0	0	0	0
State Selection Committee	19	2	2	23	1	2	0	3
Organized Interest Groups at State Level	0	0	0	0	0	0	0	0
Other Agencies or Individuals at State Level	0	0	0	0	1[1]	0	3	4
County Supervisor or Commissioner	0	0	0	0	0	4	0	4
County Board of Education	0	0	0	0	0	2	0	2
County Selection Committee	5	7	3	15	0	1	0	1

Note: Columns total to more than 51 since multiple responses resulted in "ties" among the rankings.

[1] State AV (or Media) Director (or Coordinator)

Table 97 continued

	Textbooks				Nonbook Materials			
	No. of States in Which Unit is:				No. of States in Which Unit is:			
	Rated #1	Rated #2	Rated #3	Total Mentions	Rated #1	Rated #2	Rated #3	Total Mentions
Interest Groups at County Level	0	0	0	0	0	0	0	0
Other Agencies at County Level	0	0	0	0	1[2]	0	0	1
City or Town Superintendent	0	0	0	0	0	3	1	4
City or Town Bd. of Ed.	1	0	0	1	0	0	0	0
City or Town Selection Committee	11	11	8	30	1	0	0	4
Interest Groups in City or Town	0	0	0	0	0	0	0	0
Other Agencies or Individuals in City or Town	0	0	0	0	0	0	0	0
District Supervisor	0	0	0	0	0	1	1	2
District Curriculum Specialist	0	1	3	4	5	4	8	17

Note: Columns total to more than 51 since multiple responses resulted in "ties" among the rankings.

[2] County AV (or Media) Director (or Coordinator).

Table 97 continued

	Textbooks				Nonbook Materials			
	No. of States in Which Unit is: Rated #1	Rated #2	Rated #3	Total Mentions	No. of States in Which Unit is: Rated #1	Rated #2	Rated #3	Total Mentions
District Selection Committee	5	12	12	29	7	2	6	15
Groups at District Level	0	0	0	0	0	0	0	0
Other Agencies or Individuals in District	0	0	0	0	6[3]	6	3	15
School Principal	2	2	5	9	8	15	9	32
School Curriculum Specialists	1	4	6	11	0	2	9	11
School Selection Committee	6	6	13	25	3	6	17	26
Others at School Level	0	0	0	0	4[4]	0	0	4
Department Chairman	2	10	7	19	1	22	14	37
Department Selection Committee	8	6	8	22	25	9	0	34
Individual Teacher	0	4	2	6	0	0	1	1

Note: Columns total to more than 51 since multiple responses resulted in "ties" among the rankings.

[3] District AV (or Media) Director (or Coordinator).

[4] School AV (or Media) Director (or Coordinator).

mentioned much less frequently by industry respondents. This is not to say that individuals filling these roles do not participate in materials selection but that they are likely, in the views of these respondents, to participate most significantly as members of committees or groups.

In the selection of nonbook materials, individuals, particularly department chairmen and school principals, are thought to exercise more influence. Department chairmen received the highest total number of mentions (37) for any unit, principals received the third highest number of mentions (32), and district curriculum specialists were fifth highest (17). However, department selection committees received the highest number of mentions (25) for first-place ranking in terms of influence for nonbook materials. Only seven mentions were made of any units on the state level; three of these were of state selection committees, and four were state media directors, who were specifically mentioned by the respondents in completing the survey instruments but are coded as "others" in Table 97.

Neither superintendents, boards of education, nor organized interest groups on any of the geopolitical or administrative levels were regarded as important points of influence in the selection process for either textbooks or nonbook materials. However, county and local unit superintendents were thought to be slightly more important than state or district superintendents in the selection of nonbook materials. Also mentioned a number of times as important in the selection of nonbook materials were audiovisual (or media) directors (or coordinators). This position was particularly noted at the district level at which the role of AV director received 15 mentions, six for first importance.

During our informal meetings with industry representatives, they were asked again for their rankings of individuals and groups most influential in selecting different types of materials. In the case of textbooks, participants in the meetings felt that at the elementary level the local curriculum coordinator and principal were "key" people and, therefore, were those to whom they usually directed their sales efforts. At the high school level, the department chairman was considered the most important person to "sell" on a particular product line.

For nonbook materials, producers' representatives in our meetings attributed greater importance to audiovisual directors than they had in responding to the structured instruments. They felt that materials specialists were becoming increasingly important in rural communities and in areas where there was pooling of resources and sharing of many kinds of materials.

Selection committees on all levels were accorded high rankings by participants at the meetings, with special importance attached to the roles of selection committees at the district, city or town, and school levels.

Producers' Views of Materials Selection Criteria

The producers' representatives defined what they considered to be relevant criteria used by educators in the selection of instructional materials. Four criteria were listed: (1) quality; (2) utility; (3) cost; and (4) "innovativeness."

Producers indicated that the importance of these criteria in selection decisions varied according to the type of educational professional making the decision, the instructional level he represented, and the type of materials (whether textbooks or nonbook materials). At the high school and junior high school levels, they added the dimension of specific subject areas as a factor in determining the relative weights given to selection criteria.

The quality of the product was the first selection criterion mentioned. This, the participants stressed, referred not to the educational substance of the material but rather to the quality of its physical construction and its durability over time for classroom use.

A second criterion mentioned was the product's utility--how easy the material is to use in the classroom on a day-to-day basis. Since the teacher is the consumer, according to the producers, materials which facilitate the teacher's job are considered materials that will sell more easily. The teacher, particularly the elementary school teacher, they indicated, is not interested in the concepts which underlie development of a product, but rather in how easy it is to use and how suitable it is for the prescribed curriculum. Materials are designed for teacher use, and a major problem in selling materials to teachers is giving the teacher confidence that he will be able to use the product satisfactorily in the classroom. Producers believed that teachers are more interested in whether a material is "teachable" than in what is taught or in more abstract educational objectives. These considerations, the producers indicated, correspond to teachers' interests in consuming class-time and maintaining discipline and an orderly classroom. The cost of materials and "innovativeness" were mentioned third and fourth respectively as important factors in selection.

In discussing the views of producers of the decision criteria for the selection of materials, distinctions must be made between (1) whether textbooks or nonbook materials are being selected, (2) whether a teacher or an administrator is making the selection, and (3) whether the selection is to be made for elementary or high school levels, and for what subject areas at these levels. Materials producers' rankings of selection criteria along these dimensions are summarized in Table 98. The criteria are numbered from 1 to 4 in order of their importance.

If a teacher was making the decision, usefulness in the classroom was seen as the most important criterion. If an administrator, particularly on the elementary level, was making the decision, educational goals and the quality of the product

Table 98

Materials Producers' Perceptions of Selection Criteria, by Kinds of Materials, Educational Levels, and Educational Roles of Decision Makers

	Material:	Textbooks						Nonbook Materials					
	Level:	Elementary			High			Elementary			High		
Criterion	Role:	Teacher	Admin.	Curr. or Mat. Specialist	Teacher*	Admin.	Curr. or Mat. Specialist	Teacher	Admin.	Curr. or Mat. Specialist	Teacher*	Admin.	Curr. or Mat Specialist
Quality		2	2	1	2	2	1	2	2	1	2	2	1
Cost		3	1	4	4	1	4	3	1	3	4	1	3
Utility		1	3	3	1	3	3	1	4	4	1	4	4
Innovativeness		4	4	2	3	4	2	4	3	2	3	3	2

* Department Chairmen classified as teachers.

were likely to be more important. Subject matter experts and materials coordinators, important in selection at both the elementary and the secondary levels, were likely to take quality and "innovativeness" into consideration to a greater degree. Administrators were interested in cost as a second most important factor. The superintendent's major concern in materials selection, according to our participants, was that of minimizing trouble. His secondary consideration, they believed, was to keep within budgetary limitations. The superintendent was viewed as unlikely to choose materials, whether textbooks or nonbook materials, which might result in community controversy or in difficulties for teachers in the classroom.

In the case of textbooks, producers' representatives noted that, since many states have state-wide adoptions for varying lengths of time and since textbooks are likely to be in use for a number of years, the durability and quality of materials is important in making selections. At the high school and junior high school levels, subject matter also may be a factor in the ranking of the four selection criteria. Mathematics and science teachers, more than teachers in other areas, are accustomed to change and likely to consider "innovativeness" as an important factor in materials selection, according to the producers. Teachers in social studies and English are considered more resistant to change and more interested in "teachability."

There was some difference of opinion among producers on the matter of the availability of funds and its relation to selection criteria. Some said that money was the crucial variable. Proponents of this view argued that below a certain level of budgeting, it was not possible to select materials on bases other than cost and durability. Other producers indicated that not only the percentage of money allocated to schools but also the economic and social structure of the community were important factors in influencing the amount which could and would be spent on different kinds of educational materials. Thus, the school systems most likely to adopt new or innovative materials were those with large portions of their budgets allocated for materials and whose administrators were oriented towards the adoption of innovative materials. The consensus was that amount of money available for materials, though an important factor in influencing the adoption and selection of new materials, was by no means the only consideration.

To pursue this point further, the participants in our study emphasized that textbooks have an established place in local budgets, whereas the amount and kinds of nonbook materials purchased are dependent upon the level of discretionary spending. This varies from city to city and district to district as well as from year to year. For example, since the passage of the Elementary and Secondary Education Act of 1965, the amount of money available to districts has varied; in 1966 there was a great deal of money available for discretionary spending, and the amount and variety of nonbook materials purchased skyrocketed. In 1967 there was less money available, and in 1968 even less, and less is expected to be spent in 1969.

Strategies and Tactics of Producers

It was pointed out by producers that selection really depends upon the effectiveness of marketing effort. It is extremely important to producers that their marketing divisions be sensitive to power relationships within educational systems and be able to pick out the proper unit to approach and the appropriate sales tactics and appeals to use. Effectiveness of selling depends upon this sensitivity.

Materials producers use different approaches for various prospective customers. Since it is believed that administrators are likely to respond more favorably than any other group to materials which require major changes in the approach to subject matter or the introduction of new subjects, the "innovative" aspects of new materials are stressed to a greater degree when producers approach administrators. This is particularly true at the elementary school level. Elementary school teachers, however, according to the participants, are the least likely to select "innovative" materials and equipment, and major changes in elementary chassrooms are more likely to occur through materials which are sold on a system- or district-wide basis. For large equipment purchases (i.e. planetarium, ITV, CAI, etc.), the salesman usually works directly with the superintendent and a materials specialist and very rarely directly with the teachers.

While administrators and materials specialists continue to be most important individuals in selecting and purchasing these kinds of materials, there have been some changes in producers' relationships with teachers as far as the use of new materials is concerned. A number of major producers have established training programs for teachers in the use of their materials. In addition some producers have also established networks of field representatives who not only train teachers in the use of new equipment or materials which incorporate new concepts but who are available also for consultation and for assistance to teachers on a continuing basis.

Producers believed that the role of "good salesmenship" cannot be underestimated in the materials selection process. The first step, particularly in states that have formal textbook adoption, is to have the materials placed on the state list, otherwise state funds may not be used for their purchase.

Since salesmen provide the major link between the products that are available and potential customers who need them, according to producers' representatives, companies which lack large and knowledgeable sales forces are presently at a disadvantage in marketing their products. Textbooks publishers, on the other hand, have over the years built extensive and capable sales forces that introduce materials directly at the district and school levels. Because of the size and experience of their sales forces, many publishers have built up relationships which are extremely useful in marketing their products. In fact, the expectation of using the sales personnel and the experience of textbook publishers may have served as one of the factors motivating large corporations who wished to expand into the educational products industry to acquire textbook publishing firms.

However, producers' representatives believed that there are real differences between marketing textbooks and nonbook educational materials. For example, it is possible to give teachers copies of textbooks for review, but one cannot give away examination copies of films without actually giving away the product to be sold. From 40 to 40,000 copies of a book may be sold to a particular system, whereas four copies of a film may be sufficient for the system.

Furthermore, producers believed that textbook salesmen cannot sell nonbook materials. In the first place, textbook salesmen must work very hard to keep up-to-date on their own materials and on the cyclical adoptions in adoption states, and there is not time for them to become familiar with the vast numbers and kinds of nonbook materials currently available in many of their companies. However, it was noted that the trend towards "multi-media units" makes it increasingly difficult to sell simply a textbook, particularly if materials are designed by producers to fit together and cannot easily be used as separate items. Another difference is that nonbook salesmen are likely to have more contacts with materials specialists and administrators whereas textbook salesmen are likely to contact selection committees and individual teachers.

Another problem in marketing materials is that textbook salesmen and nonbook salesmen need to have different skills. Participants indicated that there are essential differences in selling textbooks and nonbook materials and that the textbook salesmen are "not tuned in" to nonbook materials and not trained in their use. Furthermore, one participant maintained that textbook salesmen resent and feel threatened by the rapid rise in nonbook materials sales. He felt that textbook salesmen have a particular psychological set and that the "print syndrome" is a fundamental part of their perspective on education.

To compensate for the lack of trained sales personnel, producers of nonbook materials have been relying primarily on advertising circulars and journals and periodicals. As nonbook materials producers increase and improve their sales forces, it is anticipated that this approach will decline in importance. Both textbook producers and producers of nonbook materials thought that the direct personal approach is extremely important, and that it is important for the potential customer to look at a product, to touch it, and to see how it works.

Nonbook producers need either to retrain old salesmen or recruit new salesmen. Though it may be possible that some textbook salesmen could be retrained to sell nonbook materials, it might be more effective and efficient in both the long and short run for nonbook materials producers to recruit entirely new sales forces. If, as some of our participants hypothesized, selling textbooks and selling nonbook materials are extremely different activities requiring different kinds of skills, then it will be necessary for the nonbook producers to recruit quite different kinds of people from those who are presently involved in conventional textbook sales.

Our participants maintained that sales strategies for textbooks do not differ very much from state to state. In adoption states the first consideration is to get a textbook on the approved list. After a textbook has been listed in an adoption state, the representatives of publishers may treat that state just like any other for sales purposes.

For nonbook materials the sales situation is more fluid. There are, except in a few cases, no state listings and few legal restrictions. For these kinds of products, instructional material centers organized on county, district, or regional bases are assuming increasing importance in many parts of the country. In these areas the district or county materials specialists are most important as potential customers, and the user frequently has little to say about the selection of nonbook materials.

Another factor affecting sales methods is the manner through which Title II and other Federal money is disbursed in each state. This determines at which point sales approaches for materials to be purchased with Title II funds must be made. If Title II funds are locally administered or local units are given blanket grants, the local unit must be approached. In some states, however, Title II funds are centrally administered, and all materials purchased with Title II funds are selected at the state level.

Constraints, Strengths, Weaknesses, and Trends

Producers' representatives seemed to think that the major constraints on the selection of materials are economic. However, they also believed that another very important constraint is the conservatism of many teachers and administrators and their reluctance to try new materials which may require new methods of instruction. The producers in our sample did not feel that community groups and boards of education placed restrictions upon materials selection in most states. They felt that instances of pressure from community groups and organizations, such as the John Birch Society and the American Legion, were very few in number and that their importance had been exaggerated by the mass media. They also felt that legal restrictions in adoption states and requirements for textbook publishers to register and post bond in many states were simply nuisances and did not, in fact, restrict the selection process to a very great extent. Several states were mentioned by producers as exceptions to these generalizations. Those states were among the states which have been considered to be the most rigid adoption states.

Producers seemed to believe that the involvement of many kinds of educational professionals at many points in the selection process is its greatest strength. A weakness which producers cited was that they often are not permitted to talk to individual teachers, department chairmen, and selection committee members. Producers stated that local administrators in some areas are concerned over the number of sales representatives coming into their systems and are attempting to "protect" teachers from too many demands upon their time.

Several clear trends in materials selection were noted by producers. First, in the case of textbooks, there was a consensus that the selection process is becoming less centralized, despite the existence of state-level adoption in nearly half the states. The numbers of textbooks on state-approved lists is increasing, and because of the greater importance of supplementary printed materials and library books which usually do not come under the requirements of state statutes, local authorities have many more options from which to choose.

For nonbook materials, producers noted that the selection process is becoming more specialized and more centralized. The

process is becoming more specialized and more centralized. The

growth of regional materials centers and of the sharing of materials among districts and schools and the increased importance of materials experts were cited as indications of this.

In summary, textbook publishers and producers of nonbook materials from companies of various sizes seem to share a common perception of the materials selection process. They seem to have well-informed and definite views of who is important in selection decisions, what their selection criteria are, and what sales strategies are appropriate to each group. They believe that formal constraints on selection processes do not severely restrict them and that experienced sales personnel have learned to work around or through the most complicated materials selection systems.

CHAPTER V

DISCUSSION

DISCUSSION

Data describing the materials selection process were gathered from three sources. Because of the unique and differing characteristics of the three data bases, each data source appropriately describes certain aspects of the materials selection process. However, although all of the data from the three sources are not entirely comparable, there are several dimensions of materials selection processes to which they all have relevance. In addition, the data reveal differences of perspective on the materials selection process among the various categories of respondents as well as differences in the patterns of selection practices among the various types of school systems.

All three data sources--the state statutes, respondents to the ten-state survey, and representatives of materials producers--provided answers to the question of who is most influential in making decisions on the selection of educational materials. All three sources also offered perspectives on the kinds of constraints operating on the materials selection process. Producers' representatives and respondents to the survey were able to provide information on the criteria which they felt formed the bases for the selection of various materials, on the ways in which selection decisions were reached, and on the relationships of variables such as educational role and size of school district to selection practices and views about materials.

Influence Rankings

The state statutes make clear allocations of authority and specify the unit and the geopolitical level empowered to select textbooks. Producers' representatives seemed to feel that the distribution of influence for textbook selection generally followed the formal, legal allocation of authority. They ranked state selection committees first in influence in adoption states and teachers and local administrators as most important in nonadoption states. Respondents to the ten-state survey ranked teachers as most influential in the selection of all types of materials, in eight of the ten states surveyed, with Indiana and North Carolina the exceptions. Four of the eight states in which teachers were ranked as most influential were adoption states. Comparisons of influence rankings for materials selection decisions from each of the three data sources are presented in Table 99.

There is an apparent inconsistency between survey respondents' ranking of teachers as the most important unit in selection decisions and producers' listing of selection committees on the district, school, or department levels as the most important unit. This may be explained partially by the fact that school or district selection committees are usually composed of teachers, which would indicate that the perceptions of producers' representatives in the sample and respondents to the ten-state survey on who is influential in materials selection seem to correspond. There tended to be an agreement between

Table 99

Comparisons of Units Most Influential in Materials Selection from Three Data Sources

	Most Influential	Most Influential			Most Influential	
	Statute Analysis (Textbooks Only)	Survey (in General)			Producers' Perceptions	
		Rated #1	Rated #2	Rated #3	Textbooks	Nontextbooks
ALABAMA	State Board of Education State Textbook Comm.				State Selection Comm.	School Principal
ALASKA	State Textbook Commis.				State Selection Comm.	Dept. Selection Comm.
ARIZONA	State Board of Education Governing Board of High School District				State Selection Comm.	District Materials Specialist
ARKANSAS	State Textbook Commis.				District Selection Comm.	School Principal
CALIFORNIA	State Board of Education Governing Board of High School District	Individual Teacher	Department Chairman	Principal	State Selection Comm.	District Materials Specialist
Colorado	Local School Board				School or Department Selection Comm.	District Materials Specialist
Connecticut	Local Board of Education	Individual Teacher	Department Chairman	Curriculum/ Materials Specialist		
Delaware	District School Board				State Selection Comm.	Department Chairman
FLORIDA	State Textbook Comm. State Textbook Purchasing Board	Individual Teacher	Principal	Schools or Department Selection Comm.	State Selection Comm.	School Principal
GEORGIA	State Board of Education State Textbook Advisory Comm.	Individual Teacher	Principal	School or Department Selection Comm.	District Selection Comm.	State Selection Comm.

Table 99 continued

	Most Influential	Most Influential			Most Influential	
	Statute Analysis (Textbooks Only)	Survey (in General)			Producers' Perceptions	
		Rated #1	Rated #2	Rated #3	Textbooks	Nontextbooks
Hawaii	District School Board				City or Town Selection Comm.	Department Selection Comm.
Idaho	Local School Board				City or Town Board of Education	District Materials Specialist
Illinois	Local School Board				District Selection Comm.	District Selection Comm.
INDIANA	State Textbook Commis.	Department Chairman	School or District Selection Comm.	State Official	State Selection Comm.	Department Selection Comm.
Iowa	Local School Boards				School Selection Comm.	City or Town Selection Comm.
KANSAS	State Board of Education State Textbook Screening Comm.				State Selection Comm.	Department Selection Comm.
KENTUCKY	State Textbook Commis.				City or Town Selection Comm.	Department Selection Comm.
Louisiana	State Board of Education				State Selection Comm.	School Principal
Maine	Local Superintendent				School Principal	District Selection Comm.
Maryland	County Board of Education				County Selection Comm.	Department Selection Comm.

Table 99 continued

	Most Influential	Most Influential			Most Influential	
	Statute Analysis (Textbooks Only)	Survey (in General)			Producers' Perceptions	
		Rated #1	Rated #2	Rated #3	Textbooks	Nontextbooks
Massachusetts	District School Boards				City or Town Selection Comm.	District Curriculum Specialist
Michigan	Local School Boards				Department Selection Comm.	Department Selection Comm.
Minnesota	District School Boards				City or Town Selection Comm.	District Selection Comm.
MISSISSIPPI	State Textbook Rating Comm. State Textbook Purchasing Board				State Selection Comm.	School Principal
Missouri	Local School Boards				District Selection Comm.	District Selection Comm.
Montana	District Superintendent	Individual Teacher	Principal	Department Chairman	County Selection Comm.	District Selection Comm.
Nebraska	District School Boards				Department Selection Comm.	Department Selection Comm.
NEVADA	State Textbook Commis.				State Selection Comm.	District Materials Specialist
New Hampshire	Local School Boards				Department Selection Comm.	District Curriculum Specialist
New Jersey	Local School Boards				City or Town Selection Comm.	Department Selection Comm.

Table 99 continued

	Most Influential	Most Influential			Most Influential	
	Statute Analysis (Textbooks Only)	Survey (in General)			Producers' Perceptions	
		Rated #1	Rated #2	Rated #3	Textbooks	Nontextbooks
NEW MEXICO	State Board of Education				State Selection Comm.	School Materials Specialist
New York	Local School Boards				City or Town Selection Comm.	District Curriculum Specialist
NORTH CAROLINA	State Board of Education State Textbook Commis.	State Selection Comm.	County Selection Comm.	School or Department Selection Comm.	State Selection Comm.	Department Selection Comm.
North Dakota	Local School Boards				District Selection Comm.	District Selection Comm.
Ohio	Local Board of Education	Individual Teacher	School or Department Selection Comm.	School Principal	District Selection Comm.	District Selection Comm.
OKLAHOMA	State Textbook Comm.				State Selection Comm.	School Principal
OREGON	State Textbook Commis.				State Selection Comm.	District Selection Comm.
Pennsylvania	District School Boards				City or Town Selection Comm.	Department Selection Comm.
Rhode Island	Local School Boards				School Curriculum Specialist	School Selection Comm.
SOUTH CAROLINA	State Board of Education State Textbook Commis.				State Selection Comm.	School Principal

Table 99 continued

	Most Influential	Most Influential			Most Influential	
	Statute Analysis (Textbooks Only)	Survey (in General)			Producers' Perceptions	
		Rated #1	Rated #2	Rated #3	Textbooks	Nontextbooks
South Dakota	County Textbook Commis.				County Selection Comm.	District Selection Comm.
TENNESSEE	State Textbook Commis.				State Selection Comm.	School Principal
TEXAS	State Board of Education State Textbook Comm.	Individual Teacher	District Curriculum/ Materials Specialist	School or Department Selection Comm.	State Selection Comm.	District Curriculum Specialist
UTAH	State Textbook Commis.				State Selection Comm.	District Materials Specialist
Vermont	Local School Boards				County Selection Comm.	School Selection Comm.
VIRGINIA	State Board of Education				State Selection Comm.	District Selection Comm.
Washington	District Textbook Commis.				City or Town Selection Comm.	District Selection Comm.
WEST VIRGINIA	State Board of Education State Comm. of Public School				State Selection Comm.	District Selection Comm.
Wisconsin	District School Boards	Individual Teacher	Department C Chairman	Principal	Department Selection Comm.	District Selection Comm.
WYOMING	State Board of Education				Department Chairman	District Selection Comm.

producers' representatives and survey respondents that local administrators--principals and superintendents--ranked second in importance in materials selection and that curriculum and materials specialists ranked third.

Survey respondents indicated few differences among the patterns of influence distribution for the selection of textbooks and the selection of other types of educational materials. Producers' representatives, however, believed that there were different patterns of influence for the selection of nonbook materials in both adoption and nonadoption states, but that in nonadoption states the differences between selection patterns for the various types of materials were not so marked.

An important finding is that neither survey respondents nor producers' representatives attributed influence in materials selection to organized interest groups at any geopolitical level. In addition, the influence of lay boards of education was considered to be quite limited for most selection decisions. An exception, cited by producers' representatives, is that lay boards of education were influential in large or costly purchases of new equipment, particularly such items as ETV, ITV, CCTV systems, and CAI. Although in many cases these kinds of materials have been introduced to schools through experimental programs sponsored by the Federal government, universities, or equipment manufacturers, an increasing number of school systems have been purchasing these materials. For these more costly materials, producers reported boards of education tend to have greater influence in selection decisions.

Despite the major influence and importance attributed to teachers in the selection of all types of materials by themselves and by others in the survey, this view may have to be qualified. It may be that the real authority of teachers over selection decisions may be more limited than teachers and others in the survey perceive. This may be particularly true when the selection committee of a more inclusive administrative unit screens materials and delimits the options from which individual teachers may choose. The potential significance of the distinction between influence and the number of options available may warrant further investigation.

Constraints on the Selection of Materials

The laws in many states include provisions which may be interpreted as imposing constraints upon the materials selection process by specifying the points at which decisions are made, by requiring the involvement of many different agencies in selection decisions, or by requiring producers to conform to certain procedures. However, neither producers' representatives nor respondents to the ten-state survey felt that these provisions actually imposed important constraints. One reason for their views might be that the state laws governing materials selection apply only to the selection of basic textbooks. Thus, the selection of all other types of materials, including supplementary textbooks, is less strictly regulated by the state and there is usually a great deal of local control. Another reason might be that, in states in which the legally prescribed process is unusually complex, both producers and educators have evolved ways of working around the formal procedures.

The constraints in the laws which could be interpreted as most restrictive on materials selection were those regulating the length of time between adoptions of textbooks and those prescribing the course of instruction.

The data on substantive constraints may prove to be the most interesting data from the statute analysis. The prescription of curriculum by state statute, either in general or specifically sequenced by grade, may be an important type of constraint. If the selection unit, no matter at which level, is limited by the legal requirement that certain subjects must be taught and must be taught in a particular order and at a particular grade level, this could well influence which textbooks and materials are selected and purchased in that state. There are 21 states in which some portions of the curriculum are specified by state statute, and 11 states in which the sequence and grade level at which materials are to be taught are also specified. Of these 11, six are adoption states and five are nonadoption states. It is possible that these kinds of curriculum prescriptions may represent a very significant source of constraints on the materials selection process. However, specific legal prescriptions and prohibition on the substance of materials were not mentioned by either group of respondents as constraints upon the selection process. Survey respondents may have taken these kinds of constraints into consideration indirectly when they noted that the materials to be chosen or the materials offered for sale should be appropriate to the curriculum.

The overriding constraint which those involved in materials selection systems seem to perceive is a financial one. Financial limitations were mentioned as the most serious constraint on materials selection by survey respondents from all types of districts and from all states. Many respondents indicated that Federal funds had ameliorated the situation somewhat. But it is possible that Federal funds and the increase in the variety and types of materials produced by the industry in response to the availability of Federal funds have raised the expectations and desires of educational personnel. Thus, they may feel the economic constraints are more oppressive than they actually are.

The "nonprogressive" attitudes of some educational professionals toward new materials and economic factors were considered equally important by producers' representatives as potential constraints on the materials selection process. Producers believed that reluctance to change often prevented the selection of new materials. Producers of nonbook materials particularly referred to the "conservatism" of many educators as a constraint on selection of the types of products they sold. Neither group of respondents considered political constraints or constraints stemming from the pressures of community groups to be important.

Factors such as lack of information about materials, the kinds of materials available, and the prescribed curriculum may also act as constraints upon materials selection. However, these factors were not directly mentioned by either producers' representatives or survey respondents as possible constraints. These kinds of constraints may be viewed as inherent in the selection system rather than based on external or environmental considerations as legal and economic constraints are. Thus, they may affect the selection process in ways somewhat more subtle than legal or economic factors, and they may be less obvious to those involved in materials selection.

Selection Criteria

When portions of the curriculum are specified by law, these specifications may be interpreted as criteria which substantive materials must satisfy. Indeed, the criterion for the selection of materials most frequently mentioned by survey respondents was that materials be suitable to the curriculum. An additional and even more indirect set of selection criteria stemming from statutes may be "built in" to the selection process, particularly in the more centralized adoption states, by the choice of persons to fill positions on statewide selection committees.

Although producers listed fewer criteria than survey respondents, their list of criteria spanned equally as wide a range of dimensions as the criteria listed by survey respondents and were more explicitly defined than those of survey respondents. Producers indicated that criteria used in selecting materials could be differentiated according to the type of material and according to the educational role of those making the selection. Survey respondents generally did not indicate that such distinctions were important. However, survey respondents did make distinctions between what they considered to be the criteria they would use in making selection decisions and the criteria which they believed actually influenced the final decisions. In the latter category, cost and other "non-learning oriented" criteria, such as physical durability and dependability, were considered to be more important than "learning-oriented" criteria. Most respondents believed learning-oriented criteria formed the basis for their own choices.

For many respondents there is a discrepancy between what they perceive as their own selection criteria and those criteria on which they believe the final selection decisions are based. These perceptions may be in contradiction to the views most respondents have of their own roles, influence, and importance in the selection process. If respondents, particularly those who are teachers, local administrators, members of local selection committees, and curriculum and materials specialists, have the degree of influence and importance which they believe they have in materials selection, then it might be expected that their own criteria should be the final decision criteria as well. Clearly this is an area of the selection process that deserves further study.

If only final decision criteria are considered, then there is a high degree of consensus between producers' representatives and survey respondents on materials selection criteria. Cost and quality, in terms of physical durability and dependability, were perceived to be most important by both groups.

Another interesting finding from the data on selection criteria in the survey is that all categories of respondents tended to speak of criteria other than cost and durability and dependability in very general terms. This may imply that individual respondents interpret criteria such as "teachability" and "relevance to the curriculum" in highly subjective ways. Or it may be, as some producers' representatives indicated, that many educators, confronted with the variety of new equipment and materials incorporating new methods, are not certain what criteria should be used in selecting these products other than cost and durability, and therefore must rely on their own intuitive judgements.

Views About Materials and Information About Materials

Although textbooks are still regarded as the basic instructional tool, both survey respondents and producers' representatives noted the marked increase in the number and variety of other products which are used in schools today. Audiovisual equipment and materials were especially cited as increasing in importance during the past five years. Respondents from every type of school district indicated that audiovisual equipment of some sort was available for use in their schools.

More recently developed equipment and more technically complicated equipment and materials, such as ETV, ITV, CCTV systems and CAI, are not so widely known and fewer school systems have purchased them. Producers' representatives attributed the lack of wide acceptance of these types of materials not only to factors such as cost but also to the reluctance of educational professionals to adapt to change. Educational professionals, on the other hand, indicated that much of the new equipment and many of the new materials on the market did not, in their view, actually facilitate either teaching or learning. Their lack of enthusiasm for many types of new products, they believed, reflected their ability as professionals to discriminate between what was useful to them and what was not. These views about new materials were among major points of discrepancy between the perceptions of producers' representatives and those of educational professionals in the study. It is quite clear that the images and views which major groups of participants in the materials development and distribution system have of each other is an area for more detailed examination.

Professionals at all levels in the educational system tend to select and use materials about which they have most knowledge; conversely, they tend to have more knowledge of those products which their school systems already own. Channeling information about materials to those making selection decisions is a means of breaking this cycle. Thus, producers' representatives indicate that getting necessary information about materials to the "right" people in every school system is the major focus of their marketing efforts.

Findings of this study on the sources of information have tended to corroborate other studies about materials which have shown that advertising and information about products is more effective when it is reinforced by personal communications. For many educational professionals, information is most effective when conveyed by a respected peer or colleague. Thus, educational personnel and salesmen, in that order, were regarded as most important information sources by nearly all categories of respondents. Personal sources of information were considered by respondents to be more important than any form of nonpersonal information sources. Displays and exhibits were, however, considered to be a most important initial source of information about new products. Many survey respondents expressed a wish for additional displays and exhibits of new products. Most respondents believed that they had a sufficient amount of information about products and that the kinds of information that they had were adequate to their role in the selection process. Respondents in the survey who said they needed more information generally did not specify what kinds of additional information they would like to have.

Perspectives on the Materials Selection Process

Perspectives on the materials selection process differ according to the educational role of respondents. From the data collected from producers' representatives and survey respondents, a major factor systematically differentiating the views about materials and their selection seemed to be "distance from the classroom." For producers' representatives, an additional factor, the types of products that they were selling, also seemed to be related to their perspectives on the materials selection process.

Educational role was the only personal characteristic of respondents to the survey according to which patterns of responses could be differentiated. From data in which responses are categorized according to age, sex, or length of tenure of respondents in the survey, no basis for differentiating views about materials selection appears along these dimensions.[1] Furthermore, similarities and differences among views of respondents in various roles on aspects of the selection process seemed to be related to how far removed respondents were from classroom teaching. In other words, perspectives of teachers and selection committee members (many of whom are teachers), those closest to the classroom, were often similar; views of local administrators and curriculum and materials specialists often coincided, and state administrators and board of education members and nonprofessionals, those furthest away from the classroom, often had similar views of materials selection. These patterns are evident in analyzing the responses on perceptions of influence, importance, and selection process characteristics. In addition, board of education members and nonprofessionals differed from other groups in the sample most markedly and most frequently. This was especially true for the perceptions of the range of choice respondents believed they had among materials, for the criteria which they indicated underlay both their own selection and final selection decisions, and for their sources of information. Teachers also differed from other groups of respondents in terms of the number of constraints they perceived in materials selection, their views of the impact of Federal funds, their views of the sources of funds for materials, and their information sources. State and local administrators had views similar to each other on these questions. These two categories of respondents also differed from other survey respondents in their perceptions of the kinds and relative importance of various categories of constraints on materials selection and on their views of various types of materials.

---

[1] See Tables 50, 55, 57, 59, 61, 63, 66, 74, 77, 78, 79, 82, 84, 88, and 89.

All groups except board of education members felt that learning-oriented criteria governed their own choices. There was little disagreement among those in the various roles that nonlearning-oriented criteria were important in final decisions. However, differentiation according to role was evident on views of materials and of sources and sufficiency of information. Members of selection committees cited nonprofessionals, especially materials salesmen, as sources of information about products. Curriculum and materials specialists knew more about new products and also cited nonprofessionals such as salesmen as important information sources. Teachers felt that information about new products was insufficient more than those in any other role.

The degree to which one was involved in the materials selection process also seemed to differentiate a person's perceptions of the processes. For example, those who were more involved felt that there were administrative, political, and fiscal constraints on the process to a greater extent than those less involved. This is to be expected since individuals highly involved in selection are more directly and closely affected by constraints. There also seems to be a relationship between the kinds of criteria that respondents cited and their perceptions of the sources of constraints. Those who felt that economic criteria were crucial in selection also tended to perceive the constraints on the process as primarily economic. Those who were more involved also cited more strengths and weaknesses and suggested more changes in the process again because of their greater familiarity with the selection process. Those more involved in selection, to a greater extent than those less involved, also knew more about new products and tended to attribute changes both to the increased interest and competence of teachers and to the efforts of materials producers. In addition, those who were more involved used salesmen as information sources more frequently and channeled information about products into their school systems. They also, as might be expected, knew more brand names and listed more specific subject materials.

The perspectives of producers' representatives of the materials selection process were differentiated by the type of materials they were selling. Representatives of textbook publishing companies knew a great deal about local selection practices and were able to describe trends and patterns in different localities. Nonbook producers, more than textbook producers, seemed to have generalized stereotypes of educators involved in selection processes. However, both groups of producers had more negative stereotypes of educators than educators had of producers. Producers felt that the selection process for nonbook materials is becoming more centralized and that the selection process for textbooks is becoming more decentralized.

Overall, perspectives of producers and survey respondents on the materials selection do not differ as much as might be expected. Differences which appeared between the views of these two categories of respondents concerned the criteria on which selections were based, the value of various types of materials, and the importance and adequacy of various information sources. Producers' representatives also appeared to be less satisfied with current selection practices than survey respondents.

Patterns of Materials Selection

Producers' representatives indicated that the distinctions based upon state textbook selection practices were not important bases for the differentiation of patterns of materials selection. In the first place, as has been pointed out, state statutes apply only to the selection of basic textbooks. Secondly, all states except the twelve most restrictive adoption states, permit a great deal of local autonomy in materials selection, even for textbooks. Finally, even in states where there are complicated legal procedures, producers and educational professionals have evolved means of working around or through them.

Results of the ten-state survey corroborated the producers' view that the adoption-nonadoption dichotomy is not relevant for identifying patterns of materials selection procedures. The characteristics of the local unit (i.e. whether it is urban, suburban, or a small town or rural area), and, to a lesser extent, the size of the school system enrollment seemed to be the dimensions along which patterns of materials selection can be differentiated. In other words, large urban school systems, from no matter which state, were likely to have similar selection practices and to differ from small towns and rural areas even in their own states.

Type of unit (urban, suburban, rural) was the dimension along which there was consistently most systematic differentiation in descriptions of materials selection. This may be seen from all the tables which categorize the survey data according to selected sample characteristics.[2] In many instances, there were more similarities between characteristics of the selection process in urban areas and in small towns and rural areas than between either of these kinds of units and suburbs. The patterns in suburbs and small towns were similar to each other on fewer dimensions of the selection process.

See Tables 46, 50, 55, 57, 59, 61, 63, 66, 74, 77, 78, 79, 82, 84, 88, and 89.

Respondents from suburbs showed most marked differentiation from other units (1) in their perceptions of who was influential in materials selection, (2) in their descriptions of the selection process in their school systems, (3) in their perceptions of the range of choice among products and the amount of freedom they believe they have, and (4) in the criteria which they believe underlie selection decisions. Suburban respondents also differ from respondents in other types of units with regard to their perceptions of the reasons for changes in the educational system and the sources and impact of Federal funds. Suburban respondents, in addition, have different patterns of responses on questions of information. They tend to use fewer personal information sources and to perceive that the amount of information they have is insufficient to a greater degree than respondents from other types of units.

Respondents from urban areas differ from those of the other categories of respondents in their perceptions of both the number and kinds of constraints on the selection process and in their perceptions of weaknesses in the selection process. Urban respondents also indicated more changes and more specific kinds of changes they would like to see in the procedures for materials selection. There were also differences in the kinds of new materials considered important by respondents from urban areas and in the sources from which they obtained information about products.

Size of school district enrollment was also a differentiating factor in patterns of selection practices, though not as often a point of marked differentiation as the type of unit.[3] Moreover, the patterns of differences among the three size categories were not consistent.

Although the patterns of differentiation are less clear along the dimension of size, it seems that very large and medium-sized systems differed from the others and from each other most frequently. Very large units differ from the other two in the responses given for (1) descriptions of selection process characteristics, (2) perceptions of constraints, and (3) suggestions for changes. In all three of these cases, the responses from very large systems corresponded closely to those given by respondents from urban areas. Thus, responses indicating greater complexity in materials selection processes, more political and community pressures as constraints, and greater desire for changes in selection practices given by respondents from urban school systems were corroborated by responses from very large systems.

Medium-sized districts seemed to differ from other size categories along the following dimensions: (1) the reasons for changes in materials, (2) the sources of funds and their relative importance, (3) the types of information sources, and (4) the adequacy of information about materials. However, the relationship between the differentiation by size and by type of unit for medium-sized districts and suburban districts is not as definite as that between very large systems and urban areas since the overlap between categories is not as complete in the former case as in the latter.

---

[3] Although there was a relatively high correspondence between the categories for types of unit (urban, suburban and small town and rural) and school system sizes (very large, large, and medium-sized), the relationship was not exact. Not all urban areas fell into the very large category, and suburbs in the sample ranged from medium-sized school districts to large ones.

In addition, producers' representatives also pointed out that the patterns and practices of selection are more likely to be related to the size and complexity of the school district than to formal procedural requirements or state statutory patterns.

Our data indicate that patterns of materials selection practices might also be differentiated according to the relative importance of various types of constraints on the selection process. In some school systems, for example, external constraints such as administrative regulations and political and community groups pressures may be more important sources of constraints. In other school systems, economic constraints may be most important. In still other school systems, the most important constraints may be those which are inherent in the selection system itself.

Such constraints may take the form of limitations stemming from (1) the amounts and kinds of information available, (2) the knowledge and perspectives of individuals, (3) the products which are available, and (4) the manner in which products are marketed. Thus, the locus of constraints upon the selection process may be a useful way of differentiating among patterns and practices of materials selection.

CHAPTER VI

CONCLUSIONS

CONCLUSIONS

A prevalent image of the materials selection process is that archaic legal restrictions regulating both the substance of materials and the procedures by which materials are selected constitute a principal impediment to the adoption of new materials. According to this view of materials selection, the laws permit politically appointed members of state or local textbook commissions (who are not educational professionals) to hold office for long periods of time. During their tenure they tend to impose their cultural and ideological preferences upon public school education in their states or districts by selecting only materials which represent, or at least do not offend their personal biases. Classroom teachers and curriculum and materials specialists are often excluded from the selection process or their wishes are ignored. A corollary to this view holds that personnel in minor administrative positions in purchasing offices ultimately decide what materials are available for classroom use in a school district.

These images have not been verified by the data on the materials selection process from any of the three sources we have explored. On a national basis, materials selection processes have been found to be decentralized, highly differentiated, and unsystematic.

State boundaries and the statutory provisions regulating textbook selection within the states were not found to be the most important factor which differentiated materials selection practices. With the exception of a few of the most rigid adoption states, and then only in the case of textbooks, patterns of selection did not differ greatly between adoption and nonadoption states. The lack of differentiation according to state statute was corroborated by the views of materials producers and by the data from the ten-state survey. Differences between responses from samples in Connecticut and Florida, for example, were not systematically related to the formal structure of their textbook selection procedures.

The selection of materials for the public schools is a very localized process. The systematic differences which may be discerned among patterns of materials selection seem to be based on the size of the district involved,whether it is urban, suburban, or rural, its social and economic character, and the attitudes of school system personnel who are influential and involved in materials selection.

Local patterns and procedures for materials selection did not seem to differ for the various types of materials. States with the most rigid textbook adoption procedures were exceptions to this. In these states nonbook materials were not chosen by the same methods that characterized textbook selection. Another exception involved the selection and purchase of items such as CAI, or ETV, ITV, CCTV systems which would have wider than classroom use and which involved major expenditures of funds. Data are fragmentary since so few districts have purchased these items, but in those districts that have purchased this type of equipment the selection process appears to have been more complicated and to have involved more participants, both professional and nonprofessional, than the selection of more traditional materials.

The materials selection process, according to our data, is clearly the function of educational professionals. Despite the publicity given to the attempts of organized interest groups to influence materials selection, such instances are extremely rare in the views of both materials producers and respondents to the ten-state survey. Indeed, in most states, members of local school boards are the only nonprofessionals involved in materials selection, and they indicate that they tend to rely on the recommendations and selections of other members of the system conveyed to them by the superintendent. Even in those adoption states in which, according to their laws, the state textbook selection committee is composed of nonprofessionals, members of the committee customarily have advice from educational professionals, through either formal or informal channels, to aid them in selection.

Another aspect of the professionalization of materials selection processes is evident in increased specialization of functions among school personnel. Curriculum and materials specialists are relatively new educational roles, and they were roles cited as quite frequently influential in materials selection by both materials producers and respondents to the survey. One might speculate that as materials become more technologically sophisticated and the varieties of materials increase, these positions and the persons who occupy them will become more influential in determining what materials are selected.

Two seemingly contradictory trends were noted with regard to the area or geopolitical unit for which selections were made. On the one hand, in many suburban areas, less inclusive local units, such as individual schools and classrooms, seemed to have greater influence over the selection of materials which they would use. On the other hand, in many rural areas, county and regional materials centers appeared to be increasing in number and importance. Most large cities appeared to be making selections on either a city-wide or district-wide basis.

In all types of areas, selection by committee rather than by individual appeared to be the most prevalent practice. Even though teachers in the survey were regarded as the most influential type of educational personnel in selection, most teachers exercised their influence and were involved in the selection of materials through their membership on materials selection committees in their schools, departments, or subject areas.

Views of various aspects of the materials selection process appear to differ according to the educational role of respondents. Similarities among respondents' perspectives on materials selection seemed to be related to their distance from the classroom. For example, classroom teachers' views of materials selection differed most frequently and most markedly from those of board of education members. However, materials salesmens' views of the selection process did not differ from the views of survey respondents to the extent that might have been expected. There seemed to be substantial consensus among all categories of respondents on the locus of decision making for various types of materials and the characteristics of selection processes. Differences between survey respondents and producers' representatives views were evident on (1) the various criteria on which selections were based, (2) the value of various types of materials, (3) the importance and adequacy of the various sources from which those who selected materials obtained their information, and (4) the evaluation of selection practices.

Defining the criteria underlying selections among materials presented major difficulties both for survey respondents and producers' representatives. All criteria, except cost, were couched in very general terms, indicating perhaps that the relationship between materials and the teaching and learning process is itself as yet undefined; thus, neither school personnel nor producers may know what are the appropriate questions to ask about materials.

Aside from cost, the most frequently mentioned criterion was that substantive materials be selected to fit the curriculum. This fact would seem to make the curriculum a principal constraint upon what materials are selected, and it has implications for the selectors and users of materials as well as for materials producers.

If materials are chosen to fit a predetermined curriculum, selectors are not entirely free to choose materials they consider "best" or most appropriate; teachers who use materials are similarly restricted in the materials available to them; and materials producers, who wish their products to be selected, are likely to design and produce substantive materials which correspond to the requirements of various curricula. In most states some aspects of the curriculum are specified in state statutes but in general terms. For example, a state statute may make American History mandatory for all students in high school, but the scope and approach to the subject are left to the discretion of those who define the curriculum.

This study did not inquire in detail into specific brands of materials which had been selected and purchased, though it did attempt to explore the selection and purchase of different types or categories of materials. The findings supported the observations of other commentators on materials selection who have noted that technically advanced equipment has not proved to be as "popular" as producers had expected. Although there is a wide variety of electronic and audiovisual equipment available, and although more companies are joining the ranks of producers of these materials every year, educational personnel in the survey, particularly teachers, seemed to indicate a reluctance to choose such items unless they could see a direct relationship between the use of these materials and their own classroom role and teaching style. Teachers seem to feel that materials should facilitate their job as teachers as well as the education of their students. Despite the views of some producers, teachers and other educational personnel do not seem to be categorically opposed to change or to new equipment; they do however appear to be skeptical of gadgets and wish to reserve the right to determine whether or not such equipment is valuable and useful for them. Once convinced of the utility of a product, such as the overhead projector, which was cited overwhelmingly by the survey sample as the most important new product of the last decade, the product is likely to come into widespread use in every type of school district. This is particularly true if the product, as in the case of the overhead projector, has a relatively low unit cost and is flexible, adaptable, and easy to use.

The amounts, kinds, and sources of information about products did not vary systematically according to types of districts or types of products, and the relationship of information about materials to selection practices remains unclear. However, the survey results indicated that personal sources of information were generally considered more important than nonpersonal sources. This finding seems to corroborate communications studies which show that information, particularly information about new products or new ideas, has a greater impact when transmitted through or reinforced by personal sources.[1]

---

[1] Elihu Katz, "The Diffusion of New Ideas and Practices" in Wilbur Schramm (Ed.) The Science of Human Communication (New York: Basic Books, 1963), pp. 77-93; see also Everett M. Rogers, The Diffusion of Innovations (New York: The Free Press, 1962).

Financial limitations are considered the most important constraint on materials selection. Respondents to the survey did not perceive either state or Federal regulations or officials or organized interest groups at any level as imposing constraints upon their freedom of choice. They regarded shortages of funds as the only real limitation. In the case of newer materials which might represent or imply the use of different teaching techniques, materials producers view the attitudes of school personnel as equally important as economic factors in acting as potential constraints upon the selection of materials. Neither constraints inherent in the curriculum nor limitations on selection stemming from incomplete information about the alternatives among products were perceived as important by producers or survey respondents. However, it would seem that these latter kinds of constraints might, in fact, impose more significant limitations on the selection of materials.

Still another potential limitation on the kinds of materials which may be selected is the range of materials available. Although there are many, many kinds of materials available, as in the case of most competitive products aimed for a specialized market, the differences among products of any given type tend to be marginal.

Thus, the real constraints upon the materials selection process are not procedural, nor those imposed by external agencies. The most important limitations on the selection of educational materials are likely to arise from factors inherent in the selection system itself; from curricular requirements, from educational personnel; from materials producers, their representatives, and their products; and from the ways in which relationships among these are structured.

An interesting finding of the study is that no mention was made of the ultimate consumer, the student, in the materials selection process. Decisions appear to be made on the basis of criteria which have little to do with students according to survey respondents. Producers do not perceive students as their clientele; though students may use materials, they do not select materials and have no choice in what materials they are required to use.

Implications

Many critics of American education, perhaps on the basis of the view of materials selection presented at the beginning of this section, have found that the processes by which materials are selected and choices made are unsatisfactory according to their own criteria and have suggested that changes be made. However, the materials selection system in the United States has been described as highly complex, decentralized, unsystematic, and dependent upon local variations in economic resources and the personal predilections of educational personnel in each selecting unit. Planned, systematic intervention by any agency to alter these processes would, therefore, be extremely difficult.

Attempts to modify existing materials selection practices, then, must either be implemented on a piecemeal basis in approximately 20,000 individual school districts, or the selection of materials (and by extension, curriculum planning) must be centralized under state, regional, or national hegemony. The problems involved in adopting either approach are immediately evident.

Changes in a fragmented and personalized system such as that by which educational materials are selected for United States public schools are likely to be achieved indirectly and in incremental steps. Significant changes in materials selection are also likely to occur through modifications in those aspects of the materials selection process which may be the locus of the most important constraints but which are not perceived as such; namely, changes in curriculum requirements, in teachers' and other selectors' views about materials, and in the materials themselves.

GLOSSARY

GLOSSARY

AV equipment - Mechanical apparatus capable of receiving, transmitting, or reproducing sounds and/or pictures; for example, film projectors, tape recorders, overhead projectors, closed circuit television.

AV materials - Films, tapes, transparencies, television programs to be used with AV equipment.

Curriculum/materials specialists - School personnel with specific responsibilities for subject areas and/or instructional equipment.

Educational products or educational materials - Teaching and learning tools used in schools; for example, textbooks, AV materials and equipment, multi-media units, supplementary printed materials. (In this study blackboards, desks, and other equipment are not considered educational products or educational materials.)

Hardware - A term applied to AV equipment.

Learning laboratories - Materials based on the principles of individualized instruction in which students perform according to prescribed programs and utilize special AV equipment and materials; for example, reading and language laboratories.

Manipulative devices - Cuisinaire rods, pendulums, abaci, and various kinds of science equipment.

Multi-media units or instructional systems - Packages of materials, designed by a producer for a particular course or curriculum, incorporating several types of products; these materials usually represent an integrated system of instruction; a package might include films, textbooks, transparencies, supplementary printed materials.

Software - A term applied to AV materials.

Supplementary printed materials - Items such as World Week, Senior Scholastic, paperback books, and library books which are used in addition to textbooks.

Systems approach materials - Materials which attempt to produce changes in behavior which are observable, measurable, and controllable; for example, the AAAS Science Curriculum.

LIST OF TABLES

LIST OF TABLES

Table Page

1 Number of Units Involved in Materials Selection, by State and Geopolitical Level.........28-32

2 Number of Units Involved in Materials Selection for Adoption and Nonadoption States................33

3 Geopolitical Levels of Units Involved in Materials Selection for Adoption and Nonadoption States.................................34

4 Kinds of Units Involved in Materials Selection, by State................................37-41

5 Means of Selection and Scope of Authority of Most Important Units in Materials Selection, by State...43-46

6 Summary of Most Important Units Involved in Materials Selection for Adoption and Nonadoption States...48

7 Summary of Composition and Means of Selection of Most Important Units Involved in Materials Selection for Adoption and Nonadoption States......49

8 Units Involved in Materials Selection by Number of References and Scope of Legal Authority.........51

9 Time Constraints and Procedural Constraints on Materials Selection, by State...................55-59

10 Substantive Constraints on Materials Selection, by State...60-64

11 Types of Constraints on Materials Selection for Adoption and Nonadoption States....................65

12 Six Dimensions of Statute Analysis, by State...70-74

13 Summary of Six Dimensions of Statute Analysis for Adoption and Nonadoption States.................75

14 Comparison of Centralization and Administrative Complexity............................78

Table Page

15 Comparison of Centralization and Professionalization....78

16 Comparison of Centralization and Time Constraints....79

17 Comparison of Centralization and Procedural Constraints....79

18 Comparison of Centralization and Substantive Constraints....80

19 Comparison of Administrative Complexity and Professionalization....80

20 Comparisons of Administrative Complexity and Procedural Constraints....81

21 Comparisons of Administrative Complexity and Substantive Constraints....81

22 Comparison of Professionalization and Substantive Constraints....82

23 Comparison of Time Constraints and Procedural Constraints....83

24 Comparison of Time Constraints and Substantive Constraints....84

25 Comparison of Procedural Constraints and Substantive Constraints....85

26 Adoption States: Characteristics of Selection Process....91

27 Classification of Adoption States....92

28 Classified Adoption States Categorized on Six Dimensions....95

29 Comparison of Administrative Complexity for Types of Adoption States....96

30 Comparison of Professionalization for Types of Adoption States....96

31 Comparison of Time Constraints for Types of Adoption States....97

32 Comparison of Procedural Constraints for Types of Adoption States....97

Table Page

33 Comparison of Substantive Constraints for Types of Adoption States.......................... 98

34 Classification of Nonadoption States...............102

35 Classified Nonadoption States Categorized on Six Dimensions..................................105

36 Comparison of Administrative Complexity for Types of Nonadoption States....................107

37 Comparison of Professionalization for Types of Nonadoption States........................107

38 Comparison of Time Constraints for Types of Nonadoption States..............................108

39 Comparison of Procedural Constraints for Types of Nonadoption States........................108

40 Comparison of Substantive Constraints for Types of Nonadoption States....................109

41 Educational Roles of Respondents, for Total Sample and by State..........................115

42 Selected Sample Characteristics, for Total Sample and by State..........................116

43 Summary of Influence Rankings of Educational Roles in Materials Selection, for Total Sample.....119

44 Influence Rankings of Educational Roles in Materials Selection, by State...................121-123

45 Influence Rankings of Educational Roles in Materials Selection, by Position of Respondents....125

46 Influence Rankings of Educational Roles in Materials Selection, by Selected Sample Characteristics..............................127

47 Type of Involvement in Selection Process, for Total Sample and by State......................133

48 Respondent's View of His Involvement in Selection Process for Different Types of Materials, for Total Sample and by State...........135

49 Respondent's View of His Importance in Selection Process, for Total Sample and by State...140

Table Page

50 Respondent's View of His Importance in Selection Process, by Selected Sample Characteristics....141

51 Respondent's View of His Importance in Selection Process for Textbooks and Audiovisual Equipment, for Total Sample and by State....144

52 Comparison of Respondent's View of His Involvement and Importance in Selection Process....145

53 Characteristics of the Selection Process: Unit of Choice, for Total Sample and by State....147

54 Characteristics of the Selection Process: Stages and Steps, for Total Sample and by State....149

55 Unit of Choice in the Selection Process by Selected Sample Characteristics....151

56 Respondents' Views of Range of Choice in Materials Selection, for Total Sample and by State....153

57 Respondents' Views of Range of Choice in Materials Selection, by Selected Sample Characteristics....155

58 Respondent's Criteria for Selection of Materials, for Total Sample and by State....157

59 Respondent's Criteria for Selection of Materials, by Selected Sample Characteristics....160

60 Respondents' Views of Final Decision Criteria, for Total Sample and by State....162

61 Respondents' Views of Final Decision Criteria, by Selected Sample Characteristics....165

62 Respondents' Views of Constraints on Selection Process, for Total Sample and by State....168

63 Respondents' Views of Constraints on Selection Process, by Selected Sample Characteristics....171

64 Comparison of Respondents' Views of Types of Constraints with Involvement in Selection Process and with Kinds of Selection Criteria....173

65 Respondents' Views of Strengths and Weaknesses, and Suggested Changes in Selection Process, for Total Sample and by State....175

Table Page

66 Respondents' Views of Strengths and Weaknesses, and Suggested Changes in Selection Process, by Selected Sample Characteristics....................179

67 Comparison of Respondents' Views of Strengths and Weaknesses, and Suggested Changes in Selection Process with Involvement.................181

68 Respondents' Views of Most Important Types of Educational Products Introduced in the Past Five Years, for Total Sample and by State..........183

69 Knowledge about Materials, by State................187

70 Knowledge about Materials, by Respondent's Educational Role....................................190

71 Knowledge about Materials Compared with Involvement in Selection Process and in Selection Criteria...................................191

72 Respondents' Views of Specific Products More Important in the Last Five Years, for Total Sample and by State...............................193

73 Respondents' Views of Changes in Educational Materials, for Total Sample and by State...........194

74 Respondents' Views of Reasons for Changes in Materials, by Selected Sample Characteristics......197

75 Respondents' Views of Future Changes in Materials, for Total Sample and by State.......................200

76 Respondents' Views of Most Important New Materials Purchased, for Total Sample and by State.......................................202

77 Respondents' Views of Most Important New Materials Purchased, by Selected Sample Characteristics.................................204

78 Respondents' Views of Sources of Funds for Educational Materials, by State and Selected Sample Characteristics..............................208

79 Respondents' Views of Impact of Federal Funds on Quantity and Quality of Educational Materials, by Selected Sample Characteristics.................211

Table Page

80 Comparison of Respondents' Views about Materials with Involvement in Selection Process and with Selection Criteria....213

81 Sources of Information about Materials, for Total Sample and by State....216

82 Comparison of Personal and Nonpersonal Information Sources, by State and Selected Sample Characteristics....219

83 Comparison of Professional and Nonprofessional Personal Information Sources, by State....221

84 Comparison of Professional and Nonprofessional Information Sources, by Selected Sample Characteristics....222

85 Major Information Sources for Specific Products: Textbooks, for Total Sample and by State....224

86 Major Information Sources for Specific Products: AV Equipment, for Total Sample and by State....225

87 Amount of Information about Products, by State....229

88 Respondents' Views of Kinds of Information Prior to Selection, by State and Selected Sample Characteristics....231

89 Respondents' Views of Adequacy of Information Prior to Selection, by State and Selected Sample Characteristics....232

90 Comparison of Sources of Information with Involvement in Selection Process....235

91 Comparison of Sources of Information with Knowledge about Materials....236

92 Comparison of Information Sources and Kinds of Information with Views of Materials....238

93 Summary of Data on Materials Selection Process....241-243

94 Summary of Data on Educational Materials....244

95 Summary of Data on Information about Materials....245-246

96 Materials Producers' Perceptions of Those Most Influential in Materials Selection, by State and Type of Product....249-258

Table Page

97 Summary of Materials Producers' Perceptions of Those Most Influential in Materials Selection, by Unit and Type of Product.............260-262

98 Materials Producers' Perceptions of Selection Criteria, by Kinds of Materials, Educational Levels, and Educational Roles of Decision Makers...267

99 Comparisons of Units Most Influential in Materials Selection from Three Data Sources........279-283

LIST OF FIGURES

LIST OF FIGURES

Figure Page

1 Adoption and Nonadoption States............26

2 Classification of Adoption States..........89

3 Classification of Nonadoption States......104

The Cleartype State Outline Map of the United States is copyrighted by the American Map Company, Inc. and has been reproduced with permission for Figures 1, 2, and 3.

6.

BIBLIOGRAPHY

BIBLIOGRAPHY

Books

Backstrom, Charles H. & Gerald D. Hursh. *Survey Research*. Evanston, Illinois: Northwestern University Press, 1963.

Black, Hillel. *The American Schoolbook*. New York: William Morrow and Co., 1967.

Freund, John E. *Modern Elementary Statistics* (second edition). Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1960.

Hyman, Herbert. *Survey Design and Analysis*. Glencoe, Illinois: The Free Press, 1955.

Kaplan, Abraham. *The Conduct of Inquiry*. San Francisco: Chandler Publishing Company, 1964.

Lazarsfeld, Paul F. and Morris Rosenberg. *The Language of Social Research*. Glencoe, Illinois: The Free Press, 1955.

Lionberger, Herbert F. *Adoption of New Ideas and Practices*. Ames, Iowa: Iowa State University Press, 1960.

McClelland, David C. *The Achieving Society*. Princeton, New Jersey: D. Van Nostrand Co., Inc., 1961.

McLuhan, Marshall. *Understanding Media*. New York: The McGraw-Hill Book Company, 1963.

Miles, Matthew B. *Innovation in Education*. New York: Teachers College Press, Columbia University, 1964.

Mort, P. R. and F. G. Cornell. *American Schools in Transition*. New York: Bureau of Publications, Teachers College, Columbia University, 1941.

Morse, A. D. *Schools of Tomorrow - Today*. New York: Doubleday, 1960.

Mort, P. R. *Principles of School Administration*. New York: McGraw Hill Book Company, 1946.

Nelson, Jack and Gene Roberts, Jr. *The Censors and the Schools*. Boston: Little, Brown and Company, 1963.

North, Robert C. *et. al.* *Content Analysis*. Evanston, Illinois: Northwestern University Press, 1963.

Rogers, Everett M. Diffusion of Innovation. New York: The Free Press, 1962.

Schramm, Wilbur (Ed.) The Science of Human Communication. New York: Basic Books, 1963.

Selltiz, Claire et. al. Research Methods in Social Relations. New York: Henry Holt & Company, Inc., 1959.

Stouffer, Samuel A. et. al. Measurement and Prediction. New York: John Wiley & Sons, Science Editions, 1966.

Trump, J. L. and D. Baynbam. Focus on Change: Guide to Better Schools. Chicago: Rand McNally, 1961.

Wayland, S. R. "The Teacher as Decision-Maker," in A. H. Passow (editor) Curriculum Crossroads, New York: Bureau of Publications, Teachers College, Columbia University, 1962, pp. 41-52.

Articles

Alexander, W. M. and Havighurst, R. J. "Bases for Curriculum Decisions." National Elementary Principal, Vol. 42, September 1962, pp. 8-12.

Anderson, G. E., Jr. "Estimated Time for Accepting Educational Ideas: 30 Years." The Nation's Schools, Vol. 78, December 1966, p. 50.

Babcock, C. D. "Emerging Role of the Curriculum Leader; Curriculum Decisions from Many Levels." Association of Supervision and Curriculum Development Yearbook, Vol. 53, 1965, p. 5.

Barcomb, Wayne. "Which Text Gets Published?" Phi Delta Kappan. February 1964, pp. 252-254.

Bowman, M. J. "Schools For and Against Innovation." Comparative Education Review, Vol. 9, October 1965, pp. 270-274.

Bradley, A. L. "Forces and Pressures Behind Educational Decisions." Clearing House, Vol. 41, September 1966, pp. 26-28.

Broudy, H. S. "Innovation and Curriculum Decisions." CTA Journal, Vol. 63, January 1967, pp. 14-16.

Campbell, Roald F., Layton, Donald H. "Thrust and Counterthrust in Education Policy Making." Phi Delta Kappan, Vol. 49, February 1968, p. 290.

Cohen, Wilbur J. "The Federal Government and Education." The Role of Government, Foundations and Business in Education, Proceedings of ATPI Industry Conference, March 21-22, 1963, p. 35.

Crowell, B. and Meadoff, E. "Who Makes Decisions?" Childhood Education, Vol. 42, April 1966, pp. 468-470.

Cunningham, L. L. "Decision-Making Behavior of School Boards." American School Board Journal, Vol. 144, February 1962, pp. 13-16.

Currie, Dorothy H. "ESEA: Fifty States Implement Title II." Audiovisual Instruction, December 1966, pp. 787-790.

Fox, R. S. "Innovation in the Classroom." National Education Association Journal, Vol. 51, 1962, pp. 41-42.

Georgiady, Nicholas P. "The State Department of Education and Federal Funding." Educational Leadership, October 1966, p. 25.

Gilroy, Harry. "Textbook Buying Is Cut by Schools." The New York Times, January 21, 1968.

Grieder, C. "Don't Weaken Local Board Authority." The Nation's Schools, Vol. 76, September 1965, p. 12.

Guba, E. G. "Diffusion of Innovation." Educational Leadership, Vol. 27, January 1968, pp. 292-295.

Heller, M. P. "Administrator and Innovations." American School Board Journal, Vol. 155, March 1968, p. 19.

Hencley, Stephen P. "Innovation and School Policy." Educational Leadership, Vol. 25, January 1968, pp. 308-311.

Howe, Harold II. "Realities of the Learning Market." Library Journal, January 15, 1967, pp. 297-301.

James, H. T. "Politics and Community Decision-Making." Review of Educational Research, Vol. 37, October 1967, pp. 376-386.

Kelly, G. B. "A Study of Teachers' Attitudes Toward Audio-Visual Materials." Educational Screen and Audiovisual Guide, Vol. 39, 1960, pp. 119-121.

Kelson, Keith R. "The Course Content Improvement Activities of the National Science Foundation." Implications of Research, Development and Experimentation in American Education, New York: American Educational Publishers Institute, 1964, pp. 48-51.

Laux, D. M. "New Role for Teachers." Phi Delta Kappan, Vol. 46, February 1965, pp. 265-268.

Lewis, Arthur J. "Innovation and the Open School." Educational Leadership, May 1967, p. 673.

Marconnit, George D. "State Legislatures and the School Curriculum." Phi Delta Kappan, Vol. 49, January 1968, pp. 269-272.

Marsh, C. P. "Structure of Community Power and Community Decision-Making." Adult Leadership, Vol. 13, September 1964, pp. 71-72.

Miller, R. I. "Educational Technology and the Classroom Teacher." Childhood Education, Vol. 43, January 1967, pp. 276-278.

Nelson, Jack. "What is the Problem?" National Education Association Journal, May 1963, p. 19.

Peterson, P., Spencer, L., McCaffrey, A., and Johnson, W. "How to Buy Instructional Materials." The Nation's Schools, February 1965, p. 58.

Peyser, Joseph L. "The Educational Consultant and Commercially Produced Instructional Media." School and Society, Summer 1967, pp. 301-303.

Purdy, R. D. "Public and Innovation." Educational Leadership, Vol. 25, January 1968, pp. 296-299.

Raub, Stanley L. "Board Members Are Responsible for Purchasing Policy and Procedures." American School Board Journal, March 1966, pp. 13-15.

Reinhold, Robert. "School Texts Said to Mirror Future." The New York Times, May 1968.

Rogers, E. M. "Communication of Innovations in a Complex Institution." The Educational Record, Vol. 49, Winter 1968, pp. 67-77.

Rogers, Everett M., and George M. Beal. "The Importance of Personal Influence in the Adoption of Technological Change." Social Forces, 1958, pp. 329-340.

Shores, J. Harlan. "Federal Funds: To Assist or to Control." Educational Leadership, October 1966, p. 7.

Strasser, B. B. "Who Decides?" Science Teacher, Vol. 34, September 1967, pp. 27-28.

Sweigert, R. L., Jr. "Polling Community Opinion on Educational Matters." Journal of Secondary Education, Vol. 42, May 1967, pp. 195-202.

Tuck, R. R., Jr. "Impact of Innovations." Educational Leadership, Vol. 25, January 1968, pp. 312-315.

Welch, Wayne W. "The Need for Evaluating National Curriculum Projects." Phi Delta Kappan, May 1968, p. 530.

Wilson, C. H. "Educational Innovation: Are Public Schools Going Overboard?" The Nation's Schools, Vol. 80, November 1967, pp. 66-68.

"A Spirit of Separatism: Books and Urban Schools." Publishers' Weekly, Vol. 193, May 1968, p. 42.

"Aid Bills Receive a 97 from Congress." The New York Times, January 12, 1960, p. 53.

"ATPI: Past, Present and Future at 25th Anniversary Meeting." Publishers' Weekly, May 29, 1967, pp. 26-30.

"Audiovisual Study Discloses Who Is Selling Schools What." The Nation's Schools, Vol. 80, October 1967, pp. 28-29.

"Change Through Conflict." School Management, Vol. 11, December 1967, p. 57.

"Commercial Pressures in Schools," Theory into Practice, Ohio State University, Vol. 4, 1965.

"Education." The Marketing Magazine, November 10, 1967, p. 49.

"Every Teacher Has the Opportunity to Innovate: Interview with John I. Goodlad." Instructor, Vol. 77, October 1967, pp. 30-31.

"5 Emerging Industries." Merrill Lynch, Pierce, Fenner & Smith Inc., April 1968.

"If Everybody Wants Change, Why Isn't There More of It?" Gallup Poll Findings, The Nation's Schools, Vol. 80, September 1967, pp. 26-27.

"Leading Educators, Businessmen Confer - Symposiums I and II." Education News, Vol. 2, May 13, 1968, p. 16.

"Massachusetts Creates State Bureau on Innovation." Education News, Vol. 2, February 19, 1968, p. 9.

"New Gallup Poll Proves that Teachers Are Ready to Innovate." Instructor, Vol. 77, October 1967, pp. 32-33.

"Reactions to Educational Innovation." Education Digest, Vol. 33, December 1967, pp. 10-13.

"Textbook Purchasing." School Management, Vol. 10, March 1966, pp. 138-166.

"Textbook Selection: Whose Job?" School Management, April 1964, pp. 74-78, 130-134.

"Why, What, and How to Negotiate with Your School Board." Grade Teacher, Vol. 85, November 1967, p. 66.

Studies and Reports

Pellegrin, Roland J. An Analysis of Sources and Processes of Innovation in Education. Center for the Advanced Study of Educational Administration, University of Oregon, Eugene, Oregon, February 28, 1966.

Books for Schools and the Treatment of Minorities. Hearings before the Ad Hoc Subcommittee on Education and Labor, House of Representatives, Eighty-ninth Congress, Washington, D.C., August and September 1966.

Report on Textbook Selection Practices - State Departments of Public Instruction. National Council of Teachers of English, Champaign, Illinois, June 27, 1966.

Research and Development in the Educational Materials Industries. Institute for Educational Development, February 1968.

Selection and Distribution of Elementary and Secondary School Textbooks. National Education Association Research Division, November 1963.

Survey of Elementary School Principals. Conducted by Benson and Benson, Inc., Princeton, New Jersey for Grade Teacher Magazine, 1967.

Technology in Education. Long Range Planning Service, Stanford Research Institute, Menlo Park, California, November, 1963.

Unpublished Material

Eichholz, G. Development of a Rejection Classification for New Educational Media, Unpublished Doctoral Dissertation, The Ohio State University, 1961.

Bord, N. A. The Federal-Local Axis: Financing Domestic Programs. Unpublished paper, 1965.